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ABSTRACT

Written in competency-based format, this professional development package is targeted at Australian teachers of adult English language, literacy, and numeracy working in labor market programs. The approximately 26-hour-long course aims to increase knowledge of and skills in liaising and negotiating with the Commonwealth Employment Service, labor market program characteristics, working with labor market clients, development and delivery of literacy within literacy market programs, and marketing labor market programs. An introduction lists learning outcomes and provides general information on use of the program. Section 1, Participant's Notes, includes three units: the partners, development and delivery, and marketing. Each contains learning outcome, hours, topics, assessment, information (readings), and learning activities. Assessment tasks and procedures are found at the end of the section. Section 2 is a collection of models of good practice in labor market literacy teaching. Section 3 lists print-based resources for teachers working in labor market programs and details how to access them. Section 4 consists of a guide for presenters and facilitators and the curriculum. The guide notes required facilitator or presenter skills, experience, and roles. The curriculum contains course outcomes, structure, assessment strategy, course delivery, articulation and credit transfer, ongoing monitoring and evaluation, module information, competency list, and a 16-item bibliography. Two publications are attached: "Accessing Jobs: A Guide to the Labour Market Programs of the Department of Employment, Education and Training" and "The Information Privacy Principles." (YLB)

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ED 387 660

Adult Literacy & Basic Education

teaching literacy in
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A project
commissioned by

National Staff
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For Vocational Education
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teaching literacy in LABOUR MARKET PROGRAMS

A project commissioned by the
National Staff Development Committee for
Vocational Education and Training
1995

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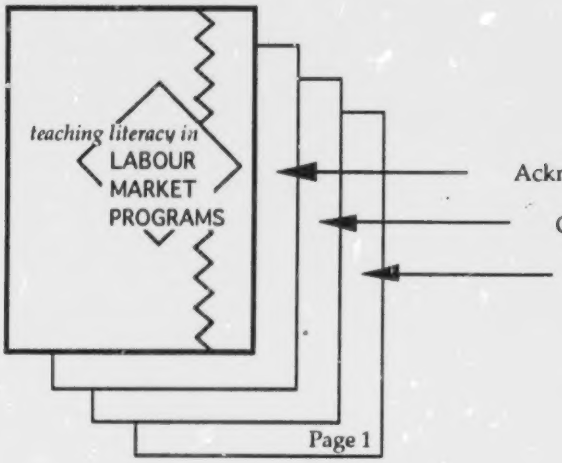

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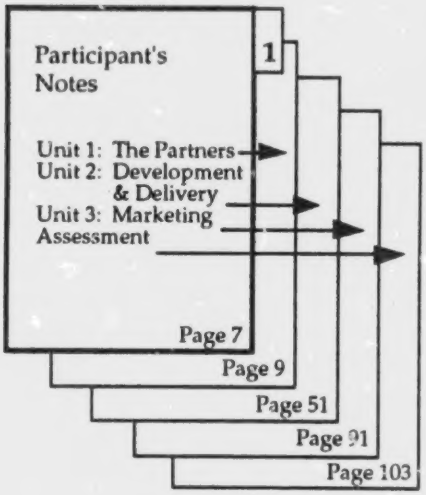

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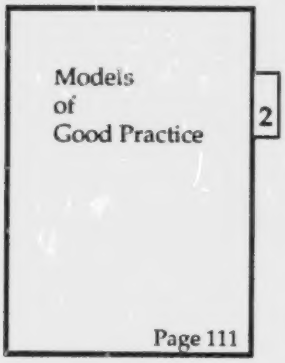

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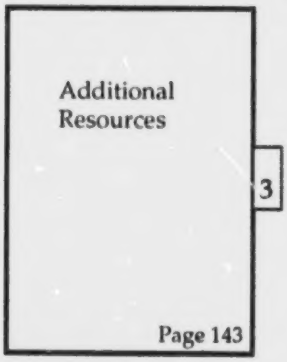

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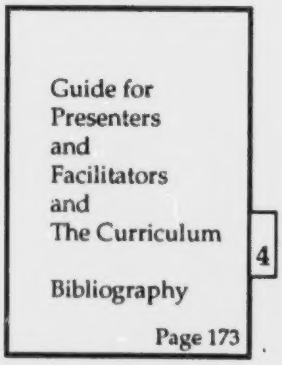

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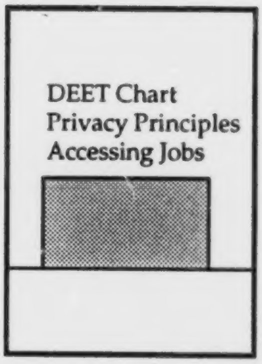

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'An Integrated Approach to Literacy Programs'

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Introduction

About this Package

Teaching Literacy in Labour Market Programs is a professional development program developed for teachers of language, literacy and numeracy working in labour market programs. Since the late seventies the federal Department of Employment, Education and Training has funded programs aimed at improving the job skills of the unemployed. These programs have emphasised vocational training while also recognising literacy skill development.

This package aims to provide teachers and trainers with a range of skills, knowledge and attitudes that will assist them in meeting the challenges and reaping the rewards of teaching the unemployed. It has been developed for flexible delivery and can be presented in face to face workshops, by home study, or any combination of the two. Participants will bring their own experiences to the program and are required to have a facilitator or presenter, a mentor and the support of a vocational teacher to assist them in the process.

In addition, they sometimes need to work with a vocational teacher to assist with curriculum development, and with a mentor who is a long term unemployed person to provide them with advice on the perspective of the client group.

Learning Outcomes

At the completion of the program, participants will be able to:

- provide literacy, language and numeracy education in labour market programs based on an understanding of:
  - influences that impact upon the provision of labour market programs at the state and national levels;
  - local labour market services, programs, employment trends, client support groups, and the DEET/provider relationship;
  - the impact of being unemployed on participants of labour market programs;
  - the needs of employers and the codes of practice between employer and employee.
- develop labour market programs which integrate language, literacy or numeracy into vocational training and use learner-centred teaching methods.
- develop strategies for marketing labour market programs to CES clients.

The People Involved

The terms used in this package to refer to the people involved are sometimes confusing because we talk about two groups of participants:

- there are those *participants* who are undertaking this professional development package, and
- there are the *participants* in labour market programs.

When talking about the labour market program participants, they will be identified as 'LMP participants'. Those unemployed who are registered with the CES and not undertaking a labour market program, are referred to as 'clients', as they are potentially LMP participants.

Hey you! Are you the participant slash user, slash, learner slash, teacher ....?
Um... er.... yes ?!!?
You dropped your book

The role of each of the people involved is as follows:

Facilitators

These people have the skills and experience required to support a participant undertaking the program by home study. It is essential that they have experience in the conduct of labour market programs. They may be asked to give advice and clarify issues for the participant, and will assess the achievement of learning outcomes at the conclusion of the training.

Presenters

These people have the skills and experience required to deliver the package in a face to face workshop, in tutorial form, or any combination of the two, and coordinate the home study of Unit 3. They will need to have experience in the conduct of labour market programs. They will also be required to assess the achievement by participants of the learning outcomes at the conclusion of the training.

Mentors

These people have the skills and experience to advise the participants on what it is like to be long term unemployed. It is the responsibility of each participant to find their own mentor who has been unemployed for eighteen months or more. It is not appropriate to use the CES in this search. The use of the mentor can be as extensive as the participant finds necessary and their time commitment should be negotiated.

Vocational Teachers

These are vocational content teachers who voluntarily support the participants in completion of the assessment tasks. It is the responsibility of the participant to engage the assistance of the vocational teacher.

Labour Market Program Participants

The persons who undertake the labour market program.

Participants

The persons undertaking this professional development program, who should have a minimum of two years teaching experience. Some participants may be program managers who do not teach but who wish to be more aware of the issues involved in teaching literacy in labour market programs.

The Time Commitment

Nominal hours for the program are:

the participant	26 hours
the facilitator	8 hours
the presenter	10 hours
the vocational teacher	4 hours
the mentor	various: to be negotiated

Structure of the Program

Participant's notes comprise Section 2 and are made up of three units:

Unit 1	Labour Market Programs: The Partners
Unit 2	Labour Market Programs: Development and Delivery
Unit 3	Labour Market Programs: Marketing

How to Use the Package

The participants will be able to undertake the program entirely by home study if they are unable to access a workshop or a flexibly delivered program. The structure of the workshops should be tailored to local needs.

Notes for the participants on how to use this package can be found at the commencement of Section 1: Participant's Notes.

Notes for the facilitators and presenters on how to use this package can be found in Section 4: Guide for Presenters and Facilitators and The Curriculum.

The package is for use both by participants and by facilitators or presenters. Accordingly, all sections can be read by each party, but particular sections will have relevance to particular users. With this in mind, the package is made up of four sections.

Section 1: Participant's Notes

Including Units 1, 2 and 3 and the assessment tasks (pale yellow paper). This section is for participants to use as they interact with the text. Presenters should refer to the Participant's Notes and Assessment as a resource section for their delivery of the workshop sessions, and to ensure all learning outcomes are covered.

Section 2: Models of Good Practice

This section is a collection of models of good practice in labour market literacy teaching. These examples are for use by all parties.

Section 3: Additional Resources

This section is a collection of print based resources for teachers working in labour market programs and details how to access them. It is particularly for use by the participants, but presenters and facilitators will need to refer to this section to inform their role.

Section 4: Guide for Presenters and Facilitators and The Curriculum

This section is for use by the presenters and the facilitators. Participants, in particular those undertaking the package in home study mode, may find the curriculum useful.

Assessment

Successful completion of this professional development program is based on the satisfactory achievement of all the learning outcomes. These include research on the participants' local CES office, research on the support offered to the unemployed, and experience in the development of integrated and learner-centred curriculum. For details refer to the pale yellow section on pages 103 to 111.

teaching literacy in

LABOUR MARKET PROGRAMS

Section 1:

Participant's Notes

The Participant's Guide to Using this Package

So What Do You Need to Get Started?

If you are undertaking this program independently, you will need:

1. This manual which is yours to read, write in and draw on.
2. A facilitator with skills and teaching experience in labour market programs, who will assist you and conduct the assessment. You may be able to visit your facilitator, or you may communicate by telephone, fax and mail.

   OR

   A workshop with a presenter.
3. A vocational teacher who will advise you on developing integrated curriculum.
4. A mentor who is long term unemployed, to assist you with the context for the learning.

If you are undertaking the package by home study, complete the Participant's Notes by reading and completing the activities in the spaces provided and undertaking the assessment tasks described at the end of Section 1 (pale yellow pages).

A Process for Reading and Engaging with the Notes

Participants will bring their own experiences to the reading of this manual. Be aware of the part you have to play. Make your interaction an example of good practice in critical literacy. Treat the text with caution, read between the lines and question what is being said. The text has large margins so that you can easily add your own notes. Don't treat it as precious!

What a load of old rubbish... ...I've never heard the like.. ...I don't believe it.....it's disgusting ...oh come on... you expect me to believe that?
What are you reading?
This neat training program

To assist you in working through the Participant's Notes, there are three icons which indicate the response required.

This icon is used to highlight any activities that require a written response.

This icon is used to highlight case studies that require reading and contemplation before moving on.

This icon is used to highlight issues that require further discussion (with peers, your facilitator or your mentor).

Check text for corrusion, engage brain, check text for collusion, refill pen, adjust agendas for real meaning...
Yes! We have interaction!

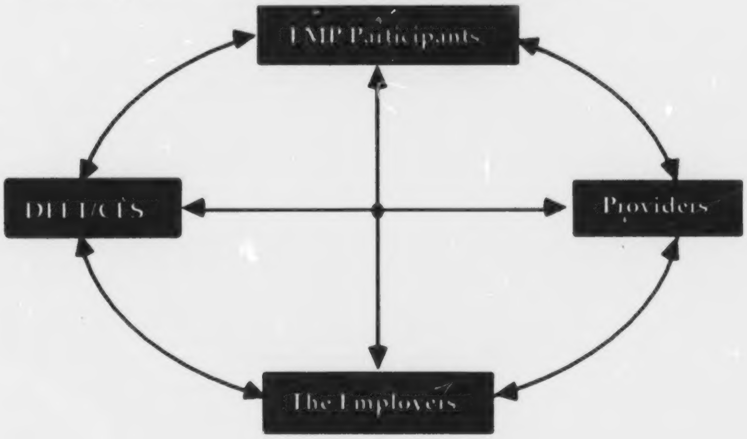
Unit 1

LABOUR MARKET PROGRAMS

The Partners

Unit 1 Labour Market Programs: The Partners

In this unit participants will examine issues specific to the partners in the conduct of labour market programs.



Learning Outcome:

Participants will be able to provide literacy, language and numeracy education in labour market programs based on an understanding of:

- the influences that impact upon the provision of labour market programs at the state and national levels;
- local labour market services, programs, employment trends, client support groups, and the DEET/provider relationship;
- the impact of being unemployed on the participants of labour market programs;
- the needs of employers and codes of practice between employer and employee.

Nominal Hours: 12 hours

Topics:

Training Providers
- The National Training Reform Agenda

DEET and the CES
- DEET Structures and Operations
- Unemployment Trends: The White Paper
- Labour Market Programs
- Information Exchange Between Providers and the CES

The LMP Participants

The Employers

Assessment: See pale yellow pages at the end of Section 1.

Training Providers

Training providers are the medium through which labour market programs are delivered. They may be government, private or community based. One of things they share in common is the need to translate the National Training Reform Agenda into an education and training reality.

The National Training Reform Agenda

The National Training Reform Agenda (NTRA) is part of the Australian Government response to an economic imperative to increase the productivity and efficiency of industry. By restructuring the Australian workers' awards and conditions, and using increasingly efficient technology, the Australian Government and industry groups hope to be able to gain a competitive edge in the global market.

To meet this imperative, emphasis has been placed on a need for our work force to have higher level skills, a greater range of skills, and to continuously update them.

These changes are given a sharper focus when we examine further the emerging patterns of work.

- *The average Australian worker's career includes seven to ten jobs or four to five professions.*
- *Each year 27% of the population change jobs.*
- *There is a need to review skill specific knowledge within five years.*
- *70% of current ten year olds will take up jobs that do not exist in any current form, using technology which has not yet been invented.*
- *75% of the existing work force will still be in the labour market in five years, with only 30% of their skills applicable to their role.*

(Burrow, 1994 and Free, 1994)

William Bridges, the author of *The Future of Employment*, says this about our concept of having a job in the future:

> *"There is and always will be enormous amounts of work to do, but it is not going to be contained in the familiar envelopes we call jobs. ... As a way of organising work, ... (the job) is a social artefact that has outlived its usefulness. Its demise confronts everyone with unfamiliar risks - and rich opportunities."*
>
> (*Time Australia*, Sept. 1994)

These changes to our understanding of the notion of work have not had an impact on the way work is organised to the same extent as the economic imperative. However, the reforms address both the needs of industrial enterprises and the changing nature of jobs. They are being realised largely through award restructure, and in particular through enterprise bargaining and the multi-skilling of the work force.

It is also evident that the climate of improved technology and increasing unemployment has been conducive to broadening job roles and moving towards contract employment. This situation has serious implications for all Australian workers, especially those already less resourced to compete effectively in the labour market.

At the same time there is growing recognition that a significant proportion of the adult Australian population experiences difficulty with basic education skills. A National Survey of Adult Literacy (Wickert 1989), identified that an estimated 1.4 million Australians had levels of language, literacy and numeracy that would limit their effective participation in ongoing training and access to employment.

No research has yet established any direct link between low levels of language, literacy and numeracy skills and the costs to the economy. There is plenty of anecdotal evidence of the costs to individuals in the workforce and of equally significant implications for the unemployed.

> *"Literacy, numeracy and other communication and general learning skills are an essential and important element in award restructuring. Unless workers, and those seeking jobs, have those skills they will be denied access to training and career advancement."*
>
> (Deveson, 1990:69)

The Impact of these Changes on the National Vocational Education and Training System (NVETS)

The Vocational Education and Training System is endeavouring to embrace some fundamental changes. During the 1980's the policy to change work structures and training practices was expressed in a range of initiatives based on industry and training reform, and involving industry, governments, unions and providers of education and training. The changes have been given direction in a number of government policies, reports and studies.

According to government policy, the vocational education and training system should:

- *be responsive to industry concerns about the content and relevance of training*
- *actively engage industry in determining the direction of training reform*
- *be flexible enough to offer a variety of pathways to training, including school, TAFE and industry*
- *be based on an open and competitive training market consisting of both public and private training providers*
- *provide opportunities to disadvantaged groups to gain access to training and to achieve high quality outcomes, and*
- *focus on what individuals can do as a result of their training, rather than how long they have spent in the system.*

(*Working Nation Policies and Programs*, 1994:11)

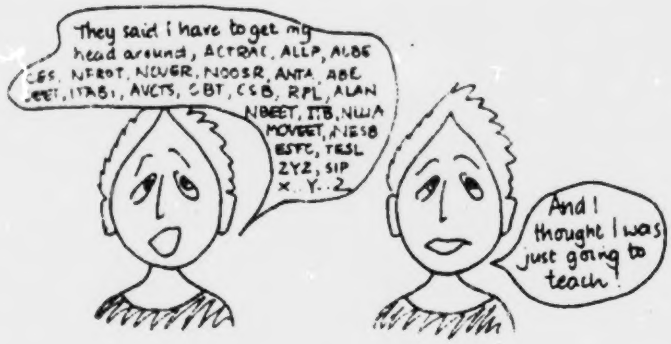
Central to the achievement of these reforms is a training system that is responsive to the needs of government and industry groups. With this in mind, the VET framework involves:

- *the development and maintenance of national competency standards to underpin the system*
- *conversion of VET to a competency basis*
- *steps towards a new coherent structure of vocational education and training credentials*
- *improved access to training for disadvantaged groups*

- *better interfaces with the other sectors of education, closer relationships with industry, and*
- *steps toward a new entry level training system, with the proposed establishment of an Australian Vocational Certificate Training System based on national competency standards and the Australian Standards Framework of the National Training Board.*

(*Implementing CBT*, 1993:1.1-18)

As you work through the initiatives on the following pages, ask yourself the question, *"What is the educational impact of these changes?"*


They said I have to get my head around, ACTRAC, ALLP, ALBE CES, NFROT, NOVER, NOOSR, ANTA, ABE JEET, ITABs, AVCTS, CBT, CSB, RPL, ALAN NBEET, ITB, NLLIA MOVEET, NESB ESFC, TESL ZYZ, SIP X..Y..Z
And I thought I was just going to teach!

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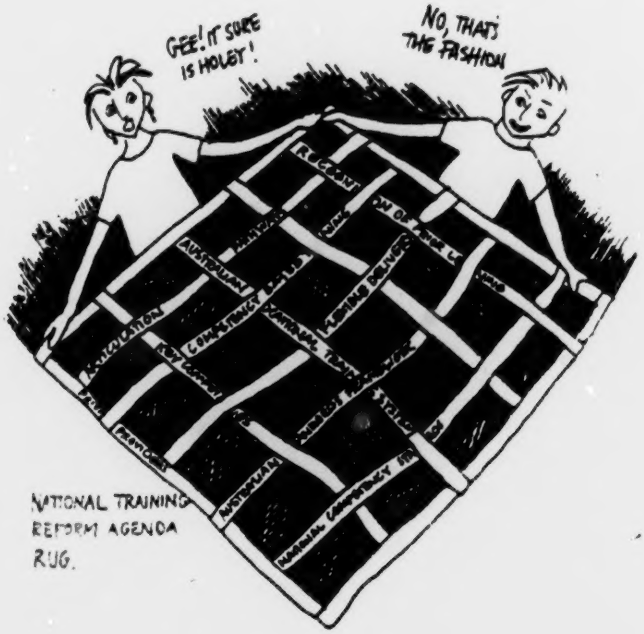


The Impact on Language, Literacy and Numeracy Practitioners

The concepts that form the NTRA have not always transposed easily from a training context into language, literacy and numeracy practice.

At one level, there has been a need to translate some of the strategies that have become policy into a format that makes sense to language, literacy and numeracy practitioners.

For us as trainers and educators, there is a pressing need to synthesise a large number of changes and update our skills by our involvement in a variety of professional development activities.

The changes teachers and trainers are confronted with can be likened to the threads in a woven fabric. The many threads that make up this loose knit cloth of reform are interrelated and dependent upon each other for strength. Competency Based Training (CBT) is perhaps the key thread around which the many changes to training have taken shape. It informs our curriculum and assessment of skills. In adult basic education, it provides a focus for an ongoing examination of how it can be applied to the area.

CBT and other related threads in this material are listed on the following pages. Let's take this opportunity to examine the changes that have occurred in training and education and put them in the context of the overall training agenda.

Briefly outline your understanding of each strategy, and then explain how you think the strategy might relate to the concepts behind the National Training Reform Agenda.

Complete as many as you can. If there are any you do not know about, the summaries following the chart may assist you with some answers. More detail can also be obtained in publications such as the *Description of the National Training Reform Agenda* (ANTA, 1993), listed on page 189.

Flexible Delivery below has been completed as an example.

<table>
<tr><th>Strategy</th><th>Definition</th></tr>
<tr><td>Flexible Delivery</td><td>Course delivery that gives the learner options about what, where when and how the training is undertaken.</td></tr>
<tr><td colspan="2">How it relates to the NTRA:
Flexible delivery would support the NTRA by making training available to a greater number of learners, by creating various delivery options, and allowing them to work at a desired level.</td></tr>
<tr><th>Strategy</th><th>Definition</th></tr>
<tr><td>Competency Based Training (CBT)</td><td></td></tr>
<tr><td colspan="2">How it relates to the NTRA:</td></tr>
</table>

Strategy	**Definition**
Articulation	

How it relates to the NTRA:

Strategy	**Definition**
Recognition of Prior Learning (RPL)	

How it relates to the NTRA:

Strategy	**Definition**
National Competency Standards & National Curricula	

How they relate to the NTRA:

Strategy	Definition
Key Competencies	

How they relate to the NTRA:

Strategy	Definition
National Qualifications Framework	

How it relates to the NTRA:

Strategy	Definition
Australian Standards Framework (ASF)	

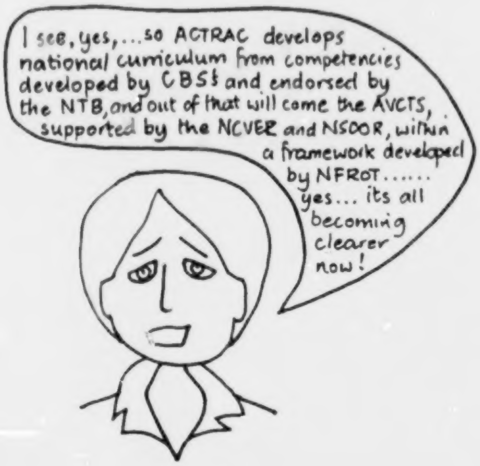
How it relates to the NTRA:

Strategy	**Definition**
Australian Vocational Training System (AVTS)	

How it relates to the NTRA:

Strategy	**Definition**
Private Providers	

How they relate to the NTRA:


I see, yes,... so ACTRAC develops national curriculum from competencies developed by CBSs and endorsed by the NTB, and out of that will come the AVCTS, supported by the NCVER and NSOOR, within a framework developed by NFROT...... yes... its all becoming clearer now!

Additional summaries overleaf

Summaries of Key Concepts

National Competency Standards and National Curricula

These two elements represent the core of the integrated national system of vocational education and training. Competency standards are developed by Competency Standard Bodies, and describe what is required of workers in their industry. These standards are translated into national core curriculum that provides national consistency of training and credentials.

Competency Based Training and Assessment

Competency Based Training and Assessment is a method of training that focuses on the outcomes of training rather than the input. It gives industry a greater role in determining the standards that form the basis of curriculum development. The learners are assessed on what they can do in a work context or training context, to ensure that certification is based on the attainment of competence rather than the completion of a program. The curriculum is usually modular in format to increase flexibility, portability and access to training.

Articulation

Articulation refers to the establishment of pathways between sectors or between courses within sectors. It eases the progression of students in continued training and education. Credit transfer allows for the formally recognised transfer of credit, and ensures that students do not have to undergo training to gain competencies they have already acquired.

Recognition of Prior Learning

RPL gives recognition for outcomes already achieved as a result of formal study/training, work experience and/or life experience. RPL recognises that people learn in many different ways throughout their lifetime and takes into account their skills and experiences, regardless of where these were learnt. It can lead to advanced standing for the learner in relation to a course of study.

Flexible Delivery

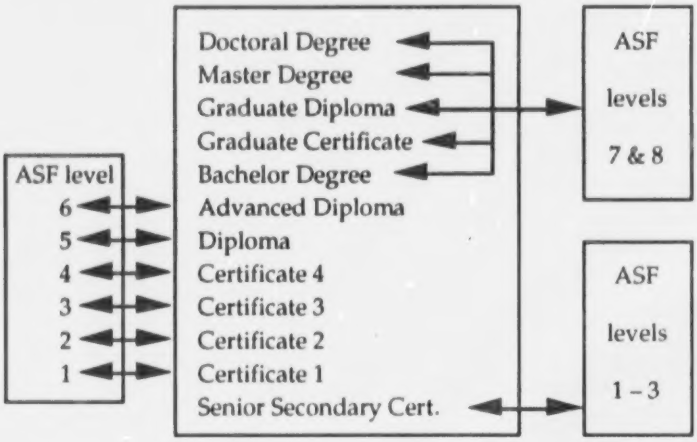
Flexible delivery offers learners options about the time, place, and method of learning to cater for individual and/or group needs. Through learner choice, flexible delivery provides greater access to education and training, and can involve increased use of communication technology to facilitate learning.

Key Competencies

Key employment-related competencies are considered to be essential for all people in post-compulsory education and training. The areas include Language and Communication, Mathematics, Scientific and Technological Understanding, Cultural Understanding, Problem Solving, Personal and Interpersonal Skills. They are key areas of competence which focus on the capacity to apply knowledge and skills in an integrated way in a workplace and training context, as well as in further education and more generally, in life.

National Qualifications Framework

The National Qualifications Framework aims to provide a comprehensive, nationally consistent yet flexible framework for all qualifications in post-compulsory education and training. The framework consists of 12 levels of qualifications, from Certificates of Education (level 1) through to the top level Doctoral Degree.



The Australian Standards Framework (ASF)

The Australian Standards Framework is a set of competencies developed by the National Training Board, that broadly describe the full range of jobs and the competencies that people in them are required to exhibit. The ASF levels range from a base level worker to senior managers and professionals. This broad set of competencies has been used by industry authorities as the basis for development of their national competency standards.

The Australian Vocational Training System (AVTS)

The AVTS aims to establish a new, integrated entry level training system and has become a focus for reform in a range of areas. It has evolved through reports such as Deveson, Finn, Carmichael and Mayer. Its targets are:

- 90% of all 19 year olds should have completed year 12, or an initial post-school qualification, or be participating in formally recognised education or training
- 90% of all young people up to 20 should have a vocational qualification at ASF level 2 or be progressing to a higher level qualification
- 60% of young people up to 20 should have achieved ASF level 3 or higher, and
- there should be equality between young men and women in terms of overall rates of participation or levels of attainment.

Private Providers

Community based, privately run or industry based organisations who are able to provide accredited training. These organisations apply for the 'Authority to Conduct' specific courses and are registered with their state training authority.

Which of the strategies listed above benefit the following groups either directly or indirectly, and in what ways?

Participants in Labour Market Programs________________________________

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Providers____

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Employers____

Unions____

Teachers of Language, Literacy and Numeracy____________________

Contemplate your answers to the first group on the previous page (participants in labour market programs). You may have taken the approach that unemployed people are denied access to any of the benefits of training. Or, you may have mentioned one or more of the following:

Articulation

The unemployed are invited and sometimes required to undertake courses. If they cannot gain employment they may be gathering an ever growing list of skills gained through courses. If these are unrecognised and do not provide articulation to entry level training, then we are further disadvantaging people belonging to the labour market.

Recognition of Prior Learning

Like the rest of the community, the unemployed come to training with a range of life skills, work skills or formal qualifications. The younger they are the narrower this range of skills and experiences is likely to be. However, access to RPL may provide them with some extra confidence to approach their study requirements, providing that the cost of seeking RPL is not an excluding factor.

Key Competencies

The key competencies and industry specific competency standards provide teachers and trainers with a curriculum framework to ensure labour market persons develop the appropriate skills for employment.

Australian Vocational Training System

Broader, more accessible entry level training should have the potential to provide the unemployed with greater opportunities.

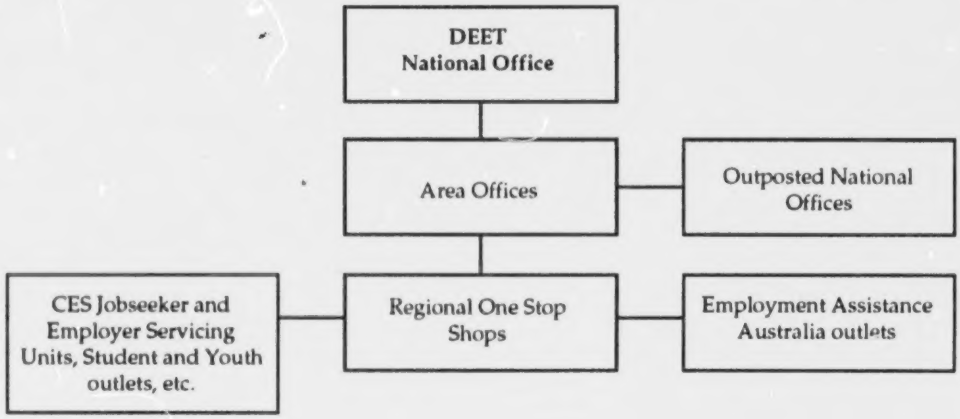
Do these threads that form the fabric of the NTRA work together to improve effective participation for the unemployed? From one perspective, these threads could be seen as ways of providing the unemployed with access to the continuum of training. Indeed, there is common agreement that the principles behind the NTRA are sound.

Through your involvement in this course you will be reflecting on your own response to the NTRA and how it affects your profession and your students.

DEET and the CES

DEET Structures and Operations

DEET, through its CES offices and area operations, provides a structure for the dissemination of funds and services which aim to increase employment for Australians. DEET's structure is illustrated below.


DEET National Office
Area Offices
Outposted National Offices
CES Jobseeker and Employer Servicing Units, Student and Youth outlets, etc.
Regional One Stop Shops
Employment Assistance Australia outlets

DEET have simplified their organisational structure to a **National Office, Area Offices** and **Regional One Stop Shops.**

National Office advises Ministers, formulates policy and programs and manages them. It also delivers some education, training and international programs direct to agencies, institutions and other clients.

Most of DEET's staff work in **Area Offices, Regional One Stop Shops** and other outlets. They serve clients through the **Commonwealth Employment Service (CES) and Employment Assistance Australia (EAA) Networks**. The CES provides a national job brokerage service which finds jobs for people and people for jobs. It also provides individualised assistance to employers, job seekers, students and young people. The EAA provides case management services to the long term unemployed and those at risk of long term unemployment.

Area Offices are responsible for Area Operational Plans which deploy resources to meet Job Compact and other client service targets. Area Managers report direct to National Office and manage **Regional One Stop Shops** which provide the face to face service for job seekers, employers and other clients. Regional Managers are responsible for CES job seeker and employer servicing units, EAA outlets, labour market program administration and student and youth service outlets.

One Area Office in each State supports an **Outposted National Office** to carry out State-level functions. These Area Offices also provide some aggregated services for all areas in their State.

While there may be national policies and procedures that affect us all, what is important from the perspective of a labour market teacher is how your local CES operates. For this reason, part of the assessment of Unit 1 is based upon your investigations at the local level of CES operations. For more details, see page 103 of the pale yellow section.

I'll have one hamburger with the lot, um..., a full-time job, ...and a packet of condoms please!
THE ONE STOP SHOP
Get Skil
TRAININ
JOBS JOBS JOBS
NEIS

Unemployment Trends: The White Paper

With the implementation of the White Paper (1994) on Employment and Growth, the Federal Government predicted that there would be a drop in levels of unemployment from around 11% to 5% by the Year 2000. If this prediction becomes a reality, it implies that 'full employment' is no longer likely.

The White Paper provides directions for the labour market for the next decade and is based on a concept that training, productivity, growth and employment can be seen as part of a cycle, each having the potential to stimulate the other.

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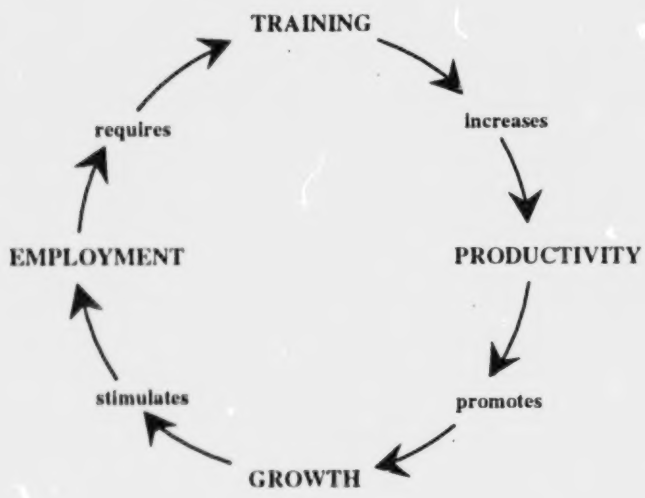


Some important premises in the White Paper are:

- unemployment, and in particular long term unemployment, is unacceptable both socially and economically

- economic growth is the best way of generating new and worthwhile jobs to meet the needs of an expanding work force and to make inroads into unemployment statistics, and

- policy for the unemployed must focus on the *long term unemployed*. The statistics demonstrate that despite increases in job opportunities, the longer a person has been unemployed, the less likely they are to gain employment when compared with those who have experienced a short period of unemployment.

The White paper asserts that Australians individually and collectively will be best served by focusing a share of the nation's resources on providing meaningful work to the 350,000 Australians who have been out of work for more than 12 months. The long term unemployed have become a high priority within the overall target group of the unemployed.

Discuss or reflect upon your response to the premises in the White Paper described above, and their relationship to your local employment environment.

Labour Market Programs

Programs for the unemployed are largely the responsibility of DEET. If you refer to the DEET wall chart located in the front pocket, it states that labour market programs are conducted to "give job seekers the necessary skills and work experience to enable them to compete more equitably in the labour market and thus to obtain secure employment".

From the perspective of each of the stakeholders:

the providers,
DEET,
the LMP participants, and
employers,

the reasons for the conduct of labour market programs may vary from this. Use the following table to give your opinion of what the stakeholders gain from being involved in labour market programs.

Participant gains:

Employer gains:

DEET gains:

Provider staff gain:

On the next couple of pages are the initials of some of the major types of programs conducted. Test your knowledge of the programs provided by filling in the missing letters and writing a brief description of each, identifying those with a specific literacy focus.

If you need some assistance, refer to the DEET *'Guide to client assistance'* chart (located in the pocket on the inside front cover).

S__________ I__________ P__________ (SIP)

J______ t________

A__________ T__________ for Y__________ (ATY)

L__________ E__________ A__________ P__________ (LEAP)

S_______S__________

J_______c_________s

T__________ A____________________________ (TAP)

N______ W_______ O_________________ (NWO)

C______________ A______ P_________

J____ s______s

J____ s______t

N__ E__________ I________ S_____ (NEIS)

How did you go?

Be assured that even if you did reasonably well, the acronyms will change. (This usually happens at about the time you are beginning to recognise them!)

It is useful for you as a teacher of labour market programs, to know which of these programs are managed by your local CES office, why they focus on these in particular, and how they recruit for participants and monitor and evaluate the conduct of these programs.

As part of the assessment of this unit, you will be visiting or telephoning your local CES to obtain as much of this information as possible. Each CES office is different, so what happens will vary from place to place. Be alert to the communication process that you experience and the features of the language used by CES officers, and the features of your own language also.

Jackie was a literacy teacher about to coordinate and teach in a labour market program for unemployed older adults. She was busy collecting ideas and resources for the class and had been told by an employment counsellor (Alan) that the CES had a collection of resources that could be borrowed by the public. These included things like videos on interviewing, resume writing, as well as printed materials.

So Jackie made a phone call, and on Alan's advice, asked to talk to Matthew.

According to Jackie after talking to Matthew, the CES did not have any resources for use by anyone, let alone the general public.

However, when asked to describe the conversation from his perspective, Matthew told a different story ...

"I was phoned by a TAFE representative who asked for information on what employment opportunities the CES offered to literacy/ESL tutors. I mentioned that DEET employs interpreters for job seeker clients on an ad hoc basis and that some literacy/ESL courses contracted by DEET employ these people. I really was not sure about the exact nature of the original inquiry at the time."

Afterwards, Jackie told Alan that the CES didn't have any resources. Alan, realising there'd been a mix-up in the communication process, dropped in to the CES office and borrowed the resources he knew were there.

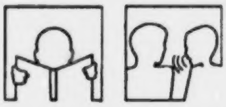
You might find it difficult to believe that such a mix-up in communication can occur, or you may have had a similar experience in dealing with any organisation. When the CES and training providers communicate, often two different languages are used.

As language, literacy and numeracy teachers, we are involved with our learners developing an understanding that language is contextual. We have to realise that the language that is used by organisations can, at times, be a barrier to others and indeed, that communication needs to be continually adjusted to suit the situation.

Information Exchange between Providers and the CES

In your experience of labour market program delivery, or in your research on the CES operations, you may become involved in areas of communication between providers and the CES that require sensitivity on the part of all concerned.

Discuss or comment on the implications of the following situation:



Simon is a project officer at a large regional CES office. He has a data base of all registered long term unemployed who are his responsibility. Stuart is one such person who has a history of over three years unemployment. A glance at his file will tell you his personal details (name, address etc.). The first entry after that section reads:

> *"Stuart is a drug addict."*

Discuss or make written comments on this type of documentation and its possible implications.

Report writing, program evaluations and any other issues that require information exchange about individual participants, must be handled with a discretion born out of a respect for the rights of all people. All documentation should be handled in accordance with the principles of the Privacy Act of 1988. (See front pocket for a copy of these principles). Personal observation and unsubstantiated statements must be avoided

- to be fair to the client, and
- to protect the writer from libel action.

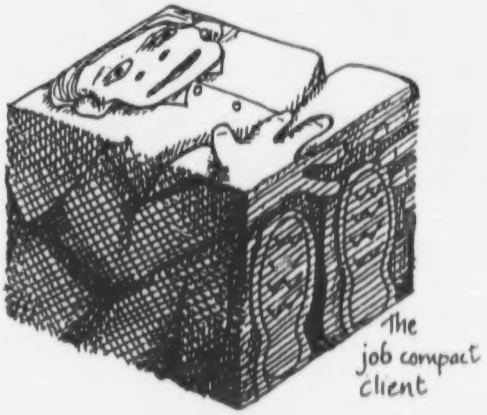
Recruitment

Recruitment of LMP participants is not always the role of teaching staff. However, the process could impact upon the delivery of your program. For those teachers who have the opportunity to be involved, you need to be aware of some important issues.

The initial issue is the target group as identified by DEET. They may be a general group that fits into any of the programs you looked at on page 29, and/or, they may be targeted groups, such as single parents or older adults.

Within the group that DEET has identified, there may also be a percentage of Job Compact clients.

Job Compact clients are aged 18 or over and who have been receiving Jobsearch or Newstart allowances for more than 18 months. They are usually assigned a case manager, either through DEET, or privately.



These participants may have been directed to a labour market program and are not voluntary. This issue can be an important consideration for the teacher.

However, the issue of the wishes of the client being overlooked in the recruitment process can go beyond the voluntary/involuntary status of the unemployed person. The following situation arose during a literacy assessment at a CES office.

> Kevin had been unemployed for two years when he was directed by DEET to do some training with one of the local providers. He was 19, with a new wife and a baby coming. Kevin knew his literacy level was low, but he wanted a job. He was advised by the literacy tutor to undertake a 12 week literacy course; at the same time, he was advised by the Employment Counsellor that a LEAP Program (Landcare Environment Action Program) was commencing. This latter program involved six months off the job and on the job training based on the restoration of an old river barge. Against the advice of the literacy assessor, Kevin chose the LEAP Program, and at a later date, he enrolled in an evening class to help speed up his literacy acquisition. Before the LEAP program was finished, he had obtained his main goal, ie. gaining full time employment.

Sometimes the agenda that DEET and the training provider bring to the recruitment process negates the needs of the client, in the same way that the directive to attend does. The effect of the former can be minimised by negotiating clear client targets and referral and selection processes.

Writing Reports

Labour market program teachers are sometimes required to report on an individual's progress and achievements. Despite this requirement, there are few guidelines about what types of information these reports should contain.

We first receive written reports on our progress in the compulsory years of education. During the early 80's assessment and reporting in these systems underwent some dramatic changes that continue to be refined today. In essence, these changes were characterised by the questioning of a teacher's right to judge a student across many aspects of their life, not only on what a student could do in academic terms.

One view of the traditional approach to assessment and report writing is summarised in the following reflection on report writing in the seventies, as expressed by a former secondary teacher, Clare.

> When you look back on it, it's hard to believe we got away with it for so long. Not that we thought we were doing anything wrong, but we had a lot of power when you think about it. We told the students they were 'lazy', 'disruptive', 'immature', or maybe 'an excellent student' and 'a delight to teach', when really those descriptions were probably saying more about us as teachers.

Profiling, goal based and descriptive assessment are some of the types of report writing and assessment that have been taken up by the system. They focus on what a learner has achieved against established criteria and reveal what areas require further work to achieve the desired outcomes.

Consider the following styles of reports written about the same person for the subject Secretarial Typing.

Report A

> Sally is a conscientious student and a delight to have in class. Her touch typing is very good and she rarely makes mistakes. Sally always hands her work in on time and is punctual to class.

Report B

Sally has improved her touch typing to reach 60 words per minute with a 95% accuracy. She has produced a range of document styles including submissions, budgets, and reports to the standard required by industry.

Briefly summarise how the CES, as recipient of these reports, might respond to both types of reports? Which one is fair to all participants?

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Report A may be what the CES has accepted in the past, but what they now require is the information in Report B. As teachers we only have qualifications in assessing the attainment of skills, knowledge and attitudes specific to the course outcomes. Damaging information is sometimes written without being recognised as such. We should be mindful that the other audience for reports is the student themselves, and what we write will impact upon them either positively or negatively. Report B is a considered and positive statement about Sally's achievements in Secretarial Typing.

It says here in my confidential report from my Typing teacher, that I'm lazy, unpunctual, careless, immature, and unreliable
Gee! I'm glad I found out!
I nearly made the mistake of looking for a job.

Program Evaluation

Program evaluation is another area of responsibility for teachers and/or labour market program coordinators who often must conduct an evaluation or write a program report as part of the funding contract.

Let's examine exactly what we mean by evaluation. Firstly, it is often confused with assessment. Assessment is about measuring the achievements of individual learners within a program, whereas evaluation is a judgment about the achievements of the whole program. Evaluation comes in two varieties in a teaching context. Ongoing evaluation (*formative*) is continuous review which can provide immediate feedback to a course. *Summative* evaluation provides an appraisal of the complete course and its outcomes.

If you wish to know more about program evaluation, the professional development package *'Professional Development for Program Evaluation: Evaluation for ALBE Programs'* is available. See the Additional Resources Section for details, page 155.

For purposes of accountability, DEET is interested in both summative evaluation of the program and an assessment of each student.

DEET may require evaluation information covering the following topics:

General Program Evaluation

1. Selection
   Were the trainees' skills/education sufficient to undertake the training at the level provided?
2. Delivery of course
   Success of course in terms of meeting training objectives
   Other benefits attained by trainees
   Details of difficulties encountered in delivering the course
   Suggestions/recommendations for improvement/ modifications.

3. Certification/articulation arrangements
   Details of certificate issued and whether accredited by industry group, training authority, etc (if applicable)
   Details of articulation to further courses and credit transfer arrangements (if applicable).

4. Outcomes
   Number of job seekers interviewed
   Number of trainees commenced
   Number of trainees completed
   Number entering employment or further training with or without further DEET assistance.

Individual Participant Report

1. Attendance
2. Trainee performance against course competencies
3. If necessary, remedial action taken/recommended
4. Trainee achievement - satisfactory or unsatisfactory
5. Outcome – Employment
   – Further training/education
   – Withdrawn from workforce
   – Unemployed
   – Other

It is important in producing evaluations to be read by the CES to use the same principles discussed in writing reports.

1. Treat your report with confidentiality and ask the CES to do the same.

2. If you have developed a relationship of trust with your LMP participants, don't betray it by making generalisations about what they can and can't achieve.

The LMP Participants

Who are they?

Would we recognise them?

Jot down in the space below all the things you know about this group called the long term unemployed. You may like to use a mind map format.

Now write down all the things other people say about the unemployed. The common view of what they are like. Don't hold back, include everything – what is said in the pub, at the footy, parents' club meetings, on talk back radio, etc.

Now think about long term unemployed people you have had in your classes. How do these generally held views relate to your experience?

How do teachers respond to this behaviour?

USELESS
UNEMPLOYED AND USELESS
I've been in the teaching game a long time now and call me perceptive if you like ..... I don't know what it is ..... I just get this feeling ..... that you're unemployed and useless!

Do we as teachers support the stereotype or diffuse it?

Now refer to the extract from the DEET publication *'Accessing jobs'* located in the front pocket. This extract provides information on priority target groups for labour market programs. Read it all before proceeding.

It is worthwhile noting that policy development for the purposes of government funding identifies just the stereotypes we have been examining.

But what effect does this labelling have on people?

Despite its often negative connotations, stereotyping is not necessarily a bad thing. We use it to assist our interactions with people on a daily basis when it is not possible to make informed judgments about people. Also, clearly government policies would be unworkable without some form of categorising.

Unfortunately, we don't always discard our stereotypes with the introduction of new information. In fact, research has shown that once a stereotype has been set in our mind, often even contrary evidence can be misconstrued and we find our stereotypes supported.

Examine the following research:

At the Massachusetts Institute of Technology (MIT) in 1950, the following experiment was conducted.

A replacement teacher (Mr. Blank) was introduced to a class of high school students. They were given a brief verbal introduction and then the students were all given some more details about their new teacher on paper. The students were unaware that two separate versions of these details were handed out.

Half of the students read the description of Mr. Blank in A and the other half read description B.

A
Mr. Blank is a graduate student in the Department of Economics and Social Science here at MIT. He has had three semesters of teaching experience in psychology at another college. This is his first semester teaching Ec. 70. He is 26 years old, a veteran, and married. People who know him consider him to be a very warm person, industrious, critical, practical and determined.

B
Mr. Blank is a graduate student in the Department of Economics and Social Science here at MIT. He has had three semesters of teaching experience in psychology at another college. This is his first semester teaching Ec. 70. He is 26 years old, a veteran, and married. People who know him consider him to be a rather cold person, industrious, critical, practical and determined.

At the end of the class the students were asked to evaluate Mr. Blank's performance. Those who had read that he was a 'warm' person, rated Mr. Blank as substantially more considerate, informal, sociable, popular, good natured and humorous, than those who had read that he was a 'cold' person. In addition, the students' response to class discussion was affected by their perception of him: 56% of the students who expected 'warmth' participated in class discussion, whereas 32% of those who expected 'coldness' participated in class discussion.

What does this example demonstrate?

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Stereotyping in labour market programs can begin with recruitment and as teachers we need to be aware of this and actively seek to minimise its negative effectives.

For society in general, stereotyping can cause misconceptions which can result in prejudice. If it is 7 important for individuals generally to avoid being caught up in the negative side of stereotyping, then for teachers, it is essential. In particular, teachers of the long term unemployed must continually question, "Who is the *person* I am dealing with ?" These people are given labels that are frequently negative and to counteract this, we as teachers need to treat them as individuals.

> *"The moment that you respond to any person as a member of a group, you will lose the essence of that person and be operating on assumptions that may be largely erroneous."*
>
> (Bugelski & Graziano, 1980:255)

Refer back to page 40 where you described the general stereotype of long term unemployed. Now explore the ways you could work to lessen the stigma attached to being unemployed.

Strategies to assist you to minimise the negative effects of stereotyping can be found in Unit 2.

Each participant will bring their own personality to the program and some will bring personal issues that are difficult for them to deal with. You may have some of the answers. However, at other times you will need to refer your program participants to a specialist. As part of the assessment of Unit 1, you will investigate some of the support systems available in your area.

The Employers

The fourth partner in the conduct of labour market programs is the employer. As stakeholders, their goals are sometimes considered to be in conflict with the educational focus of programs.

For DEET, employment outcomes are the major indicator of program success and they check on a client's employment status at intervals once they are in a job. For the employer, the performance of the employees in their workplace is of prime importance, though other outcomes are also valued.

Teachers are more likely to measure successful outcomes in terms of the development of confidence, skills and competencies over the period of the program.

Differences between educational and economic imperatives can create tension between the partners. There is no simple solution. The provider has to balance the priorities of all the partners, including most importantly, the goals of the LMP participant.

In reality, the majority of labour market programs do achieve employment outcomes for at least some of their participants, and the programs must prepare them for employment.

This job preparation needs to be done in such a way that participants are not given false expectations, but it should provide them with a chance to explore the options, or for those with clear employment goals, every opportunity to achieve them.

If you ask participants in labour market programs *their* reasons for being involved, what is the most common answer? Do you think this is the real reason, or are they saying what you or others want to hear? Reflect on why this could happen.

A focus on employment outcomes can add an important stimulus to a program. Program developers sometimes work on the assumption that 'more skills' equals 'better opportunities'. You may like to discuss the following case study with your facilitator/mentor or in a group.

Richard was coordinating/tutoring a four week pre-employment program focused on long term unemployed clients.

After an initial group discussion, Richard saw the need to broaden the focus on skills he had assessed as needing development, and to address the goal of obtaining employment, set by participants. Despite this objective, he knew that not all participants set work as their goal, nor that all those who did would maintain that goal.

Whilst the majority of the program emphasised the development of skills identified by the participants, e.g. people contact skills, planning training paths for assistance with literacy etc., a link to the employment market was also introduced. Three local employers were contacted (two retail, and one trade) and asked what skills they would want in a potential employee. This information served as the basis for the discussion on skill development paths, resume writing and program content. The employers were then invited to address the class.

Two employers accepted, and both conducted a discussion group on their expectations as employers and invited participants to question the responsibilities and rights of employees. The participants found value in being able to speak directly to an employer. Some brought up their own experiences with employers where they had lost or failed to get a job.

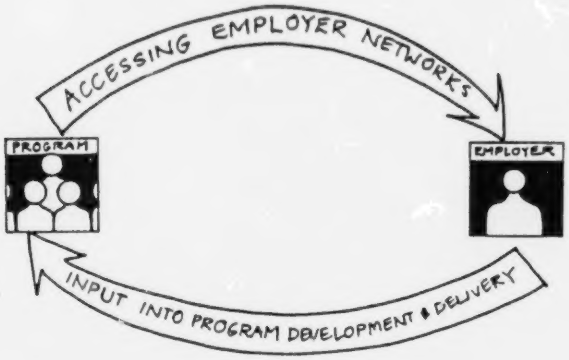
These real case studies provided some valuable material for discussion about the different perspectives each group (employer and the job seeker) brings to an interview.

The employers were also able to give ideas and advice to those participants who were developing job search strategies.

Discuss or list advantages of liaising with employers.

Are there any disadvantages?

There will be different levels of access to employers and varying degrees of cooperation with them, but investigating this network should provide useful information on the local labour market. Ideally, accessing the local employer network will enable teachers to determine the relevant work skills and provide a starting point for those participants seeking work, or enhance the skill development of those in vocational programs.


ACCESSING EMPLOYER NETWORKS
PROGRAM
EMPLOYER
INPUT INTO PROGRAM DEVELOPMENT & DELIVERY

For short term labour market programs developing a full range of job skills is an unrealistic goal. Local employers may be able to indicate what is most lacking in the employee pool, and this can become a priority for the work skills module of any program.

The needs and rights of employees also should be addressed within the program. Employment conditions vary from state to state. Some employees need the skills to negotiate employment contracts whilst others need to understand the terms and conditions set by awards. Programs will need to address this issue in the local environment.

What do you think are the skills, knowledge and attitudes that your local employers look for? Record your ideas below.

Then, talk to an employer and record what they say they look for in an employee.

If you need additional information on employment terms and conditions, contact your local Trades Hall Council or Department of Labour or equivalent.

Are these skills, knowledge and attitude reflected in the aims of the programs you deliver?

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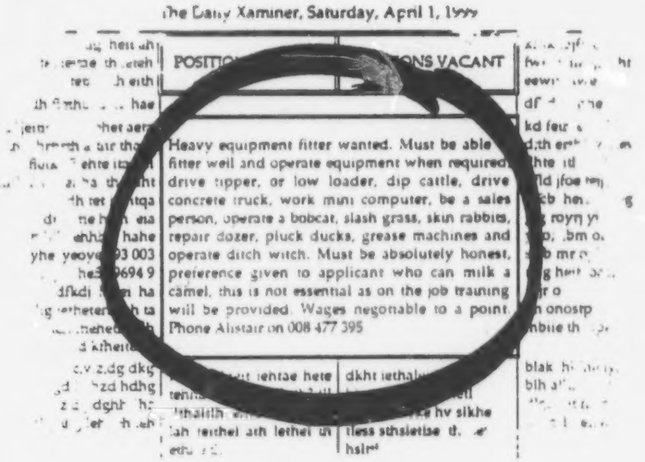

The Daily Xaminer, Saturday, April 1, 1999

POSITIO... ...IONS VACANT

Heavy equipment fitter wanted. Must be able fitter well and operate equipment when required, drive tipper, or low loader, dip cattle, drive concrete truck, work mini computer, be a sales person, operate a bobcat, slash grass, skin rabbits, repair dozer, pluck ducks, grease machines and operate ditch witch. Must be absolutely honest, preference given to applicant who can milk a camel, this is not essential as on the job training will be provided. Wages negotiable to a point. Phone Alistair on 008 477 395

What are the possible scenarios for clients without some knowledge of employment practices?

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The following case study highlights some of the possibilities.

Karen had been registered with DEET for 21 months. She had been through two short term training programs, a job club and then found herself in a LEAP program. She obtained full-time employment just prior to completing the program. She was thrilled, and all went well for the first six weeks.

Then, after discussion with her co-workers, she began to question her pay rate and became convinced she was being underpaid. She had no written employment agreement, and she was later reminded that everything was agreed to in the interview, most of which Karen had forgotten with interview nerves. Without written conditions, and not knowing what other avenues of support were available, she nervously confronted the employer, in a manner the employer saw as aggressive. Both parties ended up dissatisfied. Karen did not understand the rates as given by the employer, the employer did not like being accused of 'ripping off' the employee. Karen felt uncomfortable and the employer/employee relationship deteriorated to the point where Karen swore at the employer and was dismissed.

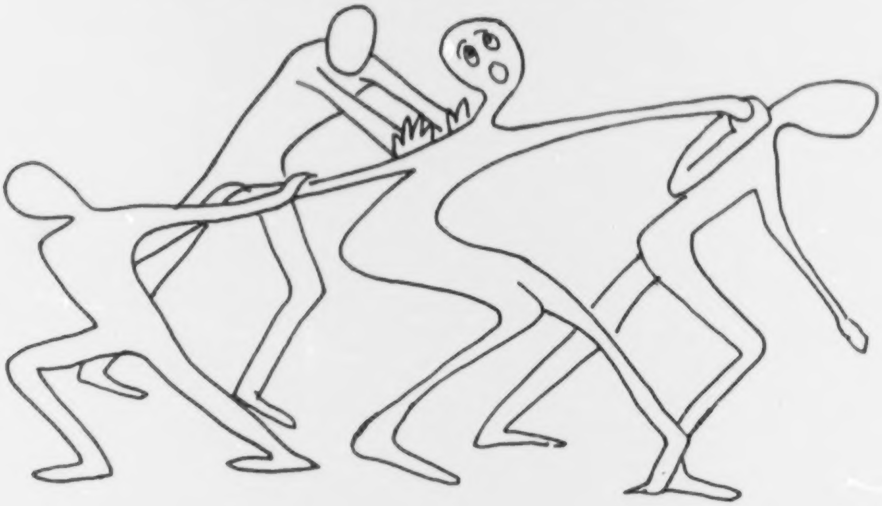
Later investigations showed that Karen had in fact been paid above award wages.

Had Karen known her rights and what support agencies were available, for example, the Trades and Labour Council, Wageline or the unions, she may have been able to resolve this issue and keep her job.

It is not possible in short term labour market programs to deal with all the potential scenarios for the employee, but handing on knowledge of the support agencies available to them will provide your participants with a constructive method of handling these issues.

Summary

This unit has dealt with issues relating to the four separate groups of people involved in labour market programs. Although they don't always share the same agenda, they have been called partners because of the unique relationship that exists between them. This situation has its challenges and it is one of the reasons why working in the area is so dynamic. Efforts on the part of you, the teacher, and your provider, to understand and work cooperatively with the partners, are an important part of the program delivery process. In particular, your efforts to make the participants in your programs feel valued and in control of their lives, should resound positively on all sides of the partnership. Unit 2 will deal with this issue in more depth.



Can you label the partners in this drawing?

Can you label the partners in this drawing? Comment on your choice.

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Though all players are working for the good of LMP participants, any one of them may feel bewildered at times.

For details of the assessment tasks for Unit 1, refer to the pale yellow pages at the end of the Participant's Notes.

Unit 2

LABOUR MARKET PROGRAMS

Development and Delivery

Unit 2 Labour Market Programs: Development and Delivery

In this unit participants will examine issues specific to the development and delivery of literacy education in labour market programs.

Learning Outcome: Participants will be able to develop labour market programs which integrate language, literacy or numeracy into vocational training, and use learner-centred teaching methods.

Nominal Hours: 12

Topics:

Good Practice in Teaching Literacy in Labour Market Programs
Learner-Centred Teaching Methods
The Integration of Literacy into Vocational Curriculum and Teaching Practice
Targeted Programs
Program Development
Program Delivery
Networking

Assessment: See pale yellow pages at the end of Section 1.

Good Practice in Teaching Literacy in Labour Market Programs

Good practice in adult literacy teaching requires that teachers consider the complex issue of why adult literacy students' needs were not adequately met during initial schooling. Long term unemployment, and the effects of bureaucratic management systems are also complex issues that impact on client trust and motivation.

For labour market literacy students, the whole is likely to be greater than the sum of the these parts, and as a teacher, you may require personal skills and resources beyond those that you have used in the past.

The experiences of Kym, described here, may help to highlight some of these issues.

After seven years teaching in Primary Schools and five years leave to have her two children, Kym had commenced part-time work at the local community provider. Two years later she was considered a capable and effective literacy and numeracy teacher, who worked with mainly small groups of adult learners or on a one-to-one basis. She was gradually coming to terms with all those acronyms used in training and was confident about her ability to do her job.

Kym was then given a labour market program, which was to run for 16 weeks. She did her usual thorough research. She found out what she could about the students and concluded that this group was going to need a lot of support. She studied the curriculum documents and prepared an activity-based teaching program to meet the learning outcomes. She settled upon a major theme of cooking, safe in the knowledge that most people could relate to cooking. This theme could be used to cover numeracy, literacy and personal development outcomes such as teamwork. Integration of a theme such as this one had always worked as a strategy, particularly with those who lacked motivation.

Kym went along to her first class feeling a little nervous (she always did at the beginning) but feeling confident that she was well prepared for what lay ahead.

What happened, Kym herself later described, was a disaster. They chewed gum, put their feet all over the furniture and paid no heed when asked to stop. Three of them continually swore in their conversations and would argue with each other, in a threatening manner.

Her statement that she had prepared some exciting activities for the group was met with loud snorting noises and laughter. But not everyone was so noisy. Some were very quiet and seemed intimidated by the more vocal. This made it more distressing. There were people there who wanted to get something out of it but they were unable to speak up.

With lots of effort on Kym's part, they eventually settled down to listen after a fashion. However, they continually interrupted with reasons why they wouldn't be able to do the work, why they would be absent a lot. Two just up and left the room when they wanted a smoke or a break. At the end of the first session, Kym could safely say that nothing was achieved, except perhaps the establishment of ground rules by the students themselves that suggested their pattern of behaviour would be difficult to change and a growing sense of animosity in Kym towards several members of the class.

Kym was devastated. She was an experienced teacher. She had handled difficult students before and her empathy and understanding of the principles of learning had made her teaching style a success. In the case of this group, however, it wasn't working.

What do you think was happening? Jot down any thoughts you may have immediately on reading of Kym's experience.

Now let's take a look at how one of the students in Kym's class saw that same first session. Beth left school in Year 11 and has been unemployed for 22 months. She shares a flat with a friend. Kym's course was the third labour market program that the CES had demanded she attend.

> I did pretty well at school, but having to go to some English course when I really want to get a hairdressing apprenticeship is just a waste of time. Then this teacher tells you you're going to do cooking for the next 16 weeks and acts like she's doing you a favour! Some of us gave her a hard time and then she tells us we're wasting her time! We're wasting her time? What a joke!

Is there a solution to this situation?

Let's examine the facts again. Check them off if you agree they are reasonable assumptions given the case studies above and your understanding of how the CES works.

☐ Beth must attend because she needs her income.

☐ Kym has committed herself to teach this class for the 16 weeks.

☐ It's likely that Beth isn't about to change her mind on hairdressing as a career.

☐ The CES is not going to let Beth pursue her career choice if it means she is just waiting for an available place in hairdressing, so they aren't going to change their minds about Beth's attendance at this class.

☐ The teaching program has been set.

Are there any other facts we can assume from the information given? You may like to add to the list above.

☐

It would seem the players in the scenario above have reached a …

STALEMATE …

Much of the situation they find themselves in can't be changed. However, Kym must continue to deliver the program. What can she do to solve her problem?

Part of *your* job is to come up with some answers to this question. There are several ways you can approach it:

- If you are doing home study, your mentor may be a useful person to discuss this case with. Ask them what they would see as the best solution. *Be aware too, that if they have had no opportunity to feel powerful in a learning situation, they may have never felt it is their place to question. If they don't have an answer, the fact that you have asked their opinion may trigger some important questions for them.*

- Home study participants could also discuss the issue with their facilitator.

- If you are involved in a workshop, then working on the issue in a small group may be beneficial. This should be followed up by discussion with your mentor. If you are doing this section by flexible delivery, discuss the issue with your presenter, or your peers and your mentor.

On the next couple of pages is an exploration of Kym's dilemma which may act as a catalyst for your process of questioning and/or discussion.

Firstly, consider your thoughts on this issue by writing them below or discussing them.

Kym can change the situation by......

You may have touched on issues that are curriculum related, or perhaps you have decided to try to divert Beth into another course. Did you include above what Kym could do about her personal philosophy and style? Can we expect anyone to change that?

Lisa is another labour market teacher who works at the TAFE college in the same local area as Kym. Read the following comments made by one of Lisa's peers.

> Lisa just seems to have a way with labour market program clients. The more challenging the group, the more she seems to enjoy it. And the students respond to her approach. They all think she is terrific, and her outcomes speak for themselves. It's hard to put your finger on what she does that is different to the rest of us. It's not that we aren't good at what we do, I think we are. I mean we all work hard, it's just that Lisa makes it look so easy.

Can you suggest what might be the basis of Lisa's success?

We asked Lisa.

> Well, ... I guess it's a combination of a lot of things. I mean ... I think you have to keep in close contact with employers and with DEET ... and I guess I'm pretty passionate about respecting the people in my classes. They've all got a lot to offer if they're given the opportunity, and let's face it, most of them are struggling with the circumstances they're faced with. I mean being unemployed is one disadvantage, but when you consider that they also have literacy and numeracy problems, ... well, it's like a double whammy isn't it! They need some ... power, ... no, not power, they need some *choice*. They need choice in their lives and that will give them power. I try to give them choices all the time. That way I don't have to worry about things being relevant because the students make sure they are. The content of the classes often comes from issues that are impacting on their lives at the time.

Consider the similarities and differences in the approach of Kym and Lisa by listing them in the response box on the next page. Then critique the strengths and weaknesses in Kym's approach.

Kym's Approach	Lisa's Approach

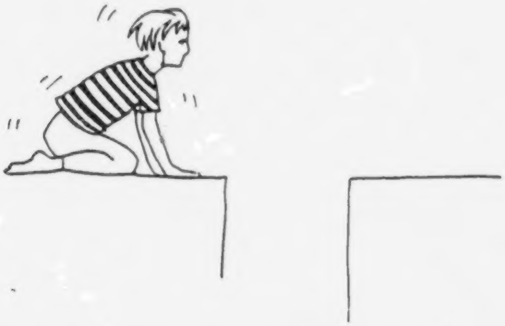
Kym's approach is......

Now consider the constraints under which Kym is operating. Can you suggest what things could be impacting on her role as a teacher?

Constraints on Kym might include…

Until she took this labour market program, teaching has been a positive career for Kym for a number of reasons. But teaching has its personal risks and can expose our vulnerabilities daily. Kym has no greater or lesser claim on self esteem than any other person, and like all teachers, she must constantly construct her view of herself through her interactions with students.

Some teachers would be unprepared and many hesitant to cross the gap and admit that *they* may be part of the problem. This reticence is a natural survival mechanism. Instead of adjusting her position, Kym *may* even reinforce her position through conversations with her peers.



Have you had an experience of being involved in, or having listened to, a conversation in which two or more teachers have rationalised their position in relation to a class or a student they were having problems with, by blaming the students?

If so, briefly describe the situation and your place in it.

If Kym rationalises her position in the same way, she may find herself on a downward spiral. She may see each new event in teaching this group as further evidence of the students' shortcomings.

This is a potentially damaging position.

Let's assume that Kym is not on the downward spiral, but has recognised a need to cross the gap. What sorts of things should she consider? Brainstorm your initial ideas in response to this, before reading on.

The issue that both teacher and student are grappling with, we will call *the teaching myth.* It is based on a social myth that exists in society in general. It is a quietly understood, discreetly articulated, seldom questioned myth about the relationship between students and the educational setting within which they must operate. It is never referred to as a myth, in fact it is seldom openly referred to. But it does exist, and it underpins the mode of operation of many teachers.

The sentence below is the *opposite* of the teaching myth.

"The system failed the student".

On the first line below reverse the above sentence.

____

____

____

Examine the myth as you have revealed it above. Have you witnessed these sentiments in an educational context?

Now exchange the word 'teacher' for 'student' in the first sentence, and exchange the word 'teacher' for 'system' in the second sentence, writing them on the second and third lines.

Then ask yourself the question: "Am I a supporter of the myth or not, that the student failed the system?"

You may need time to reflect on this question before providing yourself with an answer.

Within the framework of *the teaching myth,* there are certain practices which feed it. One in particular needs closer examination. The traditional student/teacher relationship exists within a model of teacher authority and student compliance.

Students generally recognise the need that some teachers have for this degree of authority and know that their interests may be best served by leaving it unchallenged. Labour market literacy students, whose confidence in a formal learning situation can be very fragile, and whose economic survival requires compliance (in terms of attendance), are less able to address the power differential. At the same time, it is likely that they have a pressing need to do so.

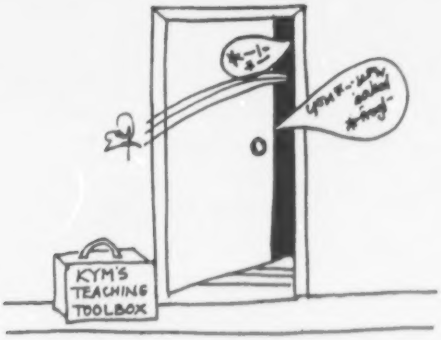
Let's now review Kym's experience and that of Beth and the other participants in her class, in view of the *teaching myth*.

How do adult literacy students' learning needs differ from other adult learners? How are these differences compounded by the effects of long term unemployment?

How did Kym's perspective effectively prevent students' needs being met?

Conclusion

The 'way of seeing' employed by Kym focuses on her students' responses and does not address the wider issues that impact on their lives and their learning. Her perspective is based on the psychological deficit model and finds its expression in Kym effectively ignoring her students' needs for choice and self-determination, while she assumes the authority to make decisions on their behalf. Her toolbox of valuable teaching experiences needs to be left outside the classroom until it is required.



Lisa's 'way of seeing' recognises the wider social, economic and political contexts in which her students are operating. Her teaching methodology is informed by her understanding of the students' needs to fix the real problems they are facing. These problems may include managing on a limited income, managing DEET requirements and managing the personal and social stigma associated with having inadequate literacy skills. Lisa's use of these problems as a context for literacy teaching can be actively and genuinely empowering.

Learner-Centred Teaching Methods

One of the exciting aspects of the teaching profession is its inherent ability to provide us with the potential for growth and continued learning. Part of our role is always to look for better ways of doing things. On the following pages are descriptions of some of the alternatives that have proven successful in changing the imbalance of power in the teacher/student relationship.

These include:

Negotiation
Cooperative Learning
Collaborative Assessment
Training Through Enterprise

These are not necessarily new ideas and you may have already used some of them.

Following each of the descriptions of these learner-centred teaching methods below, comment on the question:

"In what way does this teaching method assist in changing the balance of power in the student/teacher relationship, and work toward changing the balance of power for people in our society?"

Negotiation

Negotiation is accepted as good practice in ALBE programs. It describes the partnership between teacher and student which provides the student with the opportunity to share in the decision making process about the content of a course and how it is undertaken, according to agreed positions of both the teacher and the learner.

In vocational education it has parallels in flexible delivery, which provide for variations in when, where, and how the learning will take place. However, flexible delivery usually involves the establishment of parameters prior to student enrolment in a program and doesn't necessarily provide for negotiation once a course has commenced.

There is also a limit to what can be negotiated. Although accredited curriculum can vary in content, the learning outcomes are not negotiable. Negotiation requires the teacher to respect the learners' rights to share in managing their own learning.

How can this happen in accredited curriculum? If the learning outcomes are fixed, what about the other variables?

The content:	What variation in content is possible?
The sequence:	Does the content have to be in a particular order? There may be good reasons to change it.
The venue:	What are the options about where the learning can take place?
The methodology:	What are the options about how the learning can take place? Using what methods and technology?

Negotiation is based on the professional needs of teachers and the students' learning needs and goals.

You will be expected to complete all the written notes, attend all classes, complete all group work and hand in all assignments on the due date. And now its time for us to negotiate some of the more important aspects of your course — when would you like your lunchbreak?
I hope this new found power doesn't go to my head!

How does negotiation redress the balance of power between teacher and student ?

Cooperative Learning

Cooperative Learning is a method of increasing the learners' power over what they do because it allows them to use themselves and their peers as a resource in the learning process.

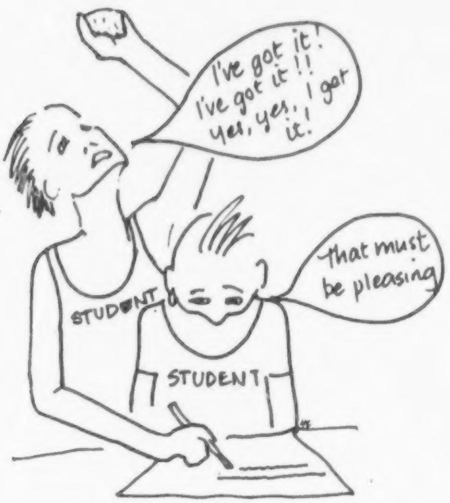
It can include:

- simple learning in pairs or groups. There are no formal arrangements to encourage people to share the learning tasks or to assist each other. They may not even be working on the same tasks. The cooperative learning is left to chance. At this level cooperative learning has a small 'c'.

> - sharing a learning task. People collaborate to achieve a common learning task. They may even specialise in sub-tasks for the purpose. The groupings and roles may reflect this collaboration.
> - teaching each other. This can range from sharing information and editing each other's work to full blown peer tutoring and coaching programs. It may consist of one learner 'teaching' a fellow learner or they both 'teach' each other as in 'reciprocal learning'.

Kearney (1992:2)

Cooperative learning lends itself to higher order thinking skills and can be particularly powerful for individuals if they can tutor their peers. Nothing teaches as well as teaching others.



How does cooperative learning redress the balance of power between teacher and student?

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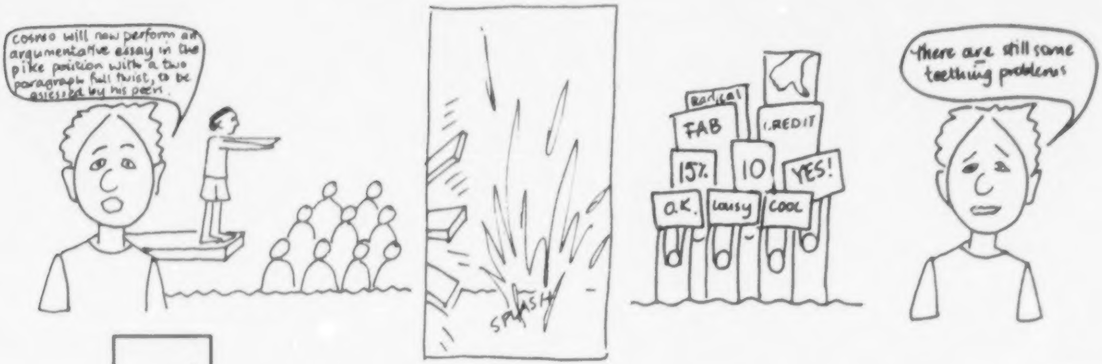
Collaborative Assessment

Collaborative Assessment acknowledges the worth of the learners in the process of judging the achievement of learning outcomes. In the classroom that uses collaborative assessment, the teacher is not the sole arbitrator of standards. In collaborative assessment the teacher and student jointly judge achievement of outcomes. It also may include assessment by peers.


Cosmo will now perform an argumentative essay in the pike position with a two paragraph full twist, to be assessed by his peers.
SPLASH
Radical
FAB
CREDIT
15%
10
YES!
O.K.
lousy
COOL
There are still some teething problems

How does collaborative assessment redress the balance of power between teacher and student?

____

____

____

____

____

Training Through Enterprise

Training Through Enterprise provides the opportunity for participants to develop a real business or enterprise. Participants plan, design, market and produce a product or a service with the aim of achieving success in the enterprise and at the same time, achieving the learning outcomes of their course. In the process, they can develop numerous skills in areas as diverse as accounting, management, teamwork, negotiation, practical skills that are vocationally specific, and theoretical knowledge.

Training Through Enterprise involves the development of Enterprise Briefs which act as learning contracts. The ownership of these contracts by the participants is important but not always immediately achievable. The contracts can be totally open-ended, or in the case of accredited curriculum, the enterprise brief could be superimposed upon fixed learning outcomes. An example of an enterprise brief is on page 139 of Section 2, Models of Good Practice.

Well, here's the money class! — and don't forget — TEAMWORK is the Key!!!
huh! ... er..... they'll get back together a bit later I guess!

How does enterprise training redress the balance of power between teacher and student?

If you wish to know more about Learner Centred teaching methods, refer to the *Toolkit for Trainers* detailed on page 144.

The Integration of Literacy into Vocational Curriculum and Teaching Practice

The integration of language, literacy and numeracy skills within vocational training curriculum can be a valuable teaching method for literacy in labour market programs, because of its ability to motivate participants. Much of the resistance offered by some learners can be minimised or eliminated when what they are doing is clearly relevant to them. To match individuals to a suitable training program is not always easy, but the benefits are often significant.

How valuable is it as a strategy? And how practical is it? Consider the following statement made by Debbie, the coordinator of a Victorian labour market program, during the conduct of a program focussing on personal development, study skills and work theory.

"The reality is, that the need for learning to have a practical work-related focus is really important to the long term unemployed. These people want employment, not training.

Training that comes in the guise of education is probably the most unappealing option of all. If they have low levels of literacy and a negative experience of school, then stand alone literacy courses face a battle for acceptance. On the other hand, if the literacy has an immediate and practical purpose, it will not only be accepted, but it will be sought after."

What are you doing Sally ?!? You're supposed to be building a model!!

Things don't go as planned in Simon's Labour Market Boat Building Program.

The term *integration* has a number of different meanings in education. For the purposes of this package, integration refers to the way in which we bring the vocational and literacy outcomes together in a meaningful way for the learner. There are several ways in which integration can be achieved:

- Inclusion of work related content into separate literacy programs (using a literacy teacher).
- Inclusion of literacy skill development in vocational courses (using a vocational teacher).
- Literacy and vocational competencies undertaken concurrently so that literacy is developed in a specific context. This may be undertaken by the vocational teacher or may include team teaching and other activities, e.g. using vocational teachers and literacy teachers together.

Within these three general types of integration, there are a myriad of possible combinations. There is an expectation that all labour market literacy courses will be informed to some extent by the work environment and would therefore fit into the programs described in the first point above. It is the easiest type of program to develop and undoubtedly the most common one. Given the funding model for many labour market literacy programs, it is sometimes the only alternative.

Vocational programs that include literacy skill development, are, to a certain extent, outside the sphere of influence of literacy teachers in that they require implementation by others. However, to be successful, vocational teachers need the support of literacy staff.

Full integration, as described in the third point above, purports that the most effective means of teaching literacy from the learners' perspective is within vocational training. The two central players are the literacy teacher and the vocational teacher who work together in planning activities and course materials and may also team teach. The team teaching may take the form of two co presenters or the literacy teacher acting as a support teacher.

When teachers conduct labour market programs through team teaching there is a change in the nature of programs offered. Taken to its logical conclusion, a stand alone labour market program disappears and is replaced by vocational training.

The integration of language, literacy and numeracy should be seen as part of the whole curriculum cycle, including identifying learner needs, program development, assessment and program evaluation.

NSW TAFE is one system that integrates language, literacy and numeracy development with vocational training. A summary of their approach is detailed in Section 2, Models of Good Practice, pages 113 to 117.

From your perspective, what are the advantages and disadvantages of each of the types of integration described on top of page 69.

Inclusion of work related content into stand alone literacy programs. (Using a literacy teacher.)

Advantages	*Disadvantages*

Inclusion of literacy skill development in vocational courses. (Using a vocational teacher.)

Advantages	*Disadvantages*

Literacy and vocational competencies undertaken concurrently so that literacy is developed in a specific context. (Using both a vocational and literacy teacher.)

Advantages	*Disadvantages*

Strategy 5.1 in the National Collaborative Adult English Language and Literacy Strategy, states that the system should:

> *"... improve outcomes through the development and implementation of appropriate and high-quality competency based programs ... [which] develop curriculum which integrates language and literacy competencies into vocational training and community education."*
>
> National Collaborative Adult English
> Language and Literacy Strategy (1993:11)

Traditionally, language, literacy and numeracy are taught in isolation from vocational programs, based on the views that:

- vocational teachers have no role in basic education, and trainees should come to vocational classes prepared for the level of language, literacy and numeracy
- the development of industry competency standards has not itself integrated language, literacy and numeracy into programs to the extent required
- literacy programs should have a broader focus than employment because the literacy skill development of the target group is closely linked to their self esteem and ability to learn and they are not ready to enter the workforce.

Consider these views for a moment. Discuss them with your facilitator, colleagues and your mentor. Did you include any of the traditional views above when you wrote down the disadvantages of integration on page 70?

Now have a go at using the table over the page to organise the points you made on page 70.

critical think
Exa le
Que on
Who
When
W
Why do we have to learn this stuff, teach?
um... ... er...
so that you can understand more clearly how piceously unfulfilled you are without a job.

Take the advantages you listed on page 70 and divide them into those that are gains for the teacher and/or the provider, and those that are gains for the long term unemployed.

Teacher gains	*Unemployed gains*

Now take the disadvantages you listed on page 70 and divide them into those that are problems for the teacher and/or the provider, and those that are problems for the long term unemployed.

Teacher problems	*Unemployed problems*

You may like to discuss any emerging patterns in the tables above with your peers or facilitator.

The traditional views outlined on page 71 need to be questioned for a number of reasons, four of these being:

- the process of development of Industry Competency Standards could increasingly identify language, literacy and numeracy competencies which underpin skill development, though this is not certain
- vocational training usually requires different skills from those required in performance of the job
- language, literacy and numeracy competencies are content specific and should be taught as closely as possible in the context in which they are used, and
- as stated in a recent NSW TAFE document:

> *"The prospect of significant numbers of workers or job-seekers being denied the opportunity to develop vocational skills until such time as they have mastered some of general level of language or literacy and numeracy proficiency is increasingly unacceptable to both industry and training participants."*
>
> *(Integrating Language, Literacy and Numeracy Provision into Vocational Education and Training,* 1994:6)

Lester Soames. TAFE chippie, is caught here attempting to integrate literacy into his curriculum

Targeted Programs

DEET sometimes funds projects for groups specifically disadvantaged in the labour market. The scope of this professional development package does not cover specific groups in detail. However, it is worthwhile acknowledging a number of issues.

In general, any labour market programs which have specific target groups will usually require specific services. These may be available within your local community. You will need to investigate the support services available outside your provider to ensure the program meets the clients' needs in terms of being culturally relevant and client group sensitive. For example, if you are coordinating an Aboriginal program, investigate local organisations and make contacts to determine resources available, such as Aboriginal teachers, presenters and guest speakers.

If you are working in a sole parent program, what considerations may be specific to this group? Try to avoid stereotyping.

Sole parents might require....

Program Development

The major focus for Unit 2 to this point has been the knowledge underpinning the development of labour market programs. The assessment of this unit is in two parts:

1. Translation of vocational learning outcomes into a *session plan* which integrates literacy and vocational content.

2. Design of an integrated *program outline* in collaboration with a vocational teacher, and based on learner-centred teaching practices.

(For details of the criteria for assessment refer to the pale yellow pages at the end of this section.)

During this unit you need to make contact with a vocational teacher who will act as your "sounding board" in the production of the assignments. Although successful completion of the first assessment task does not demand the assistance of the vocational teacher, your work will be enhanced if you discuss the issues involved with one. During completion of the second assessment task, it is essential to have the assistance of a vocational teacher.

The value you gain from undertaking these assessment tasks will depend largely on the relationship you are able to establish with the vocational teacher.

What are you doing dressed like that Joe?
I'm developing a meaningful relationship with a hospitality teacher!

Curriculum vs. Program

At this point, we must also be clear about what we mean by the terms 'curriculum', 'program', and 'accreditation'.

Accreditation is the formal recognition that a curriculum is of the appropriate standard for the credential it offers.

Read the following passage describing the piloting of a Victorian accredited labour market program.

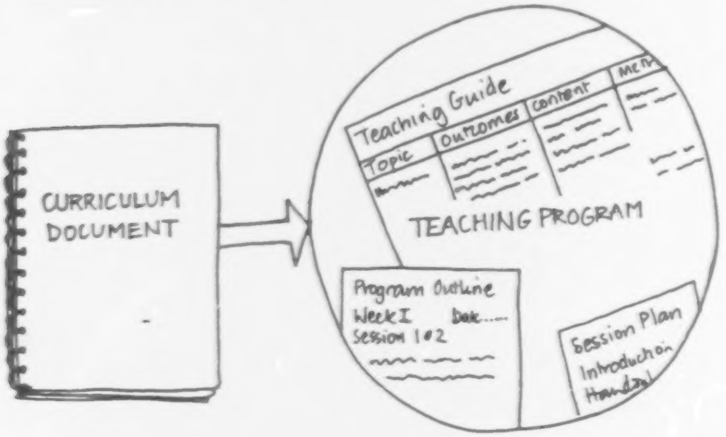
> Like most courses about to be submitted for accreditation in the state system, Planning for Employment and Training (PET) was piloted by three TAFE Colleges, two of which will be described here. It was a short course (nominally 80 hours) which covered three major areas: Personal Effectiveness, Study Skills and Employment Skills, specifically targeting the long term unemployed.
>
> College A took the curriculum, identified staff who could cover the outcomes, chose a venue away from the main campus, organised a 9.00 am to 3.00 pm timetable for four days a week (allowing Wednesdays off) and proceeded to select 12 course participants who were long term unemployed. The program was to be classroom-based, supplemented by excursions and workplace visits, and would rely on capable staff with a history of working well with the target group.
>
> College B took the curriculum and also identified staff who could cover the outcomes in the three specialist areas. Instead of hiring a venue, they hired additional staff members. The first was an adventure leader experienced in caving, abseiling and rock climbing; the second, a psychologist able to debrief participants after activities designed to challenge personal development skills. To cover the outcomes in the employment module, they negotiated with the participants a process of enterprise training. This meant that participants were provided with some base funding and had to develop a small business that manufactured a product, market it and sell it.

The success of these two approaches is not important (although you may have made up your mind already). What needs to be emphasised is the use of the terms 'curriculum' and 'program'.

- The *curriculum* refers to the accredited document that contains learning outcomes based on agreed industry standards. In order for the participants to receive the certificate, they must achieve the outcomes as outlined in the curriculum.
- The *program* refers to the way in which the provider/staff/students have interpreted the curriculum. Within that program, teachers (and learners where negotiation occurs) will have their own *teaching program* which is an interpretation of the learning outcomes. It is not possible for any two *teaching programs* developed by different people to be the same.

When the curriculum is presented as a broad outline teachers may have to write a specific curriculum as well as a program. When the curriculum is very prescriptive it may be hard to tell the difference between the curriculum and the program.

Where no accredited curriculum exists, it is the teacher's role to develop one. At the same time, they must also develop their teaching program and again the line between what is the curriculum and what is the program becomes blurred. Many teachers will only create one document that may become both their teaching program and the curriculum.



First Assessment Task for Unit 2

The first part of the assessment for this unit involves the translation of accredited curriculum into a teaching session or sessions. This assessment task may be started in a face to face workshop (in pairs or small groups) and completed at a later date. If you are doing this program by home study, you should complete the task before moving on.

The aim of the exercise is to give you some practice in working with vocational curriculum to identify where and how literacy content can be integrated.

On the next page is an example of a vocational outcome that has had literacy content added. The course is the Certificate in Automotive, which is a nationally registered 12 month pre-employment program. Notice that the information in the first half of the plan has been transferred directly from the curriculum document. This is the fixed information around which you will need to operate. The second section with column headings *Time, Outline of Session* and *Resources*, looks at the literacy inherent in the learning outcome. Specific literacy issues are highlighted in *italics*.

SESSION PLAN

Course:	Certificate in Automotive
Module:	Vehicle Detailing
Topic:	Pre-delivery Cleaning
Module Aim:	This module will enable the student to clean, inspect and complete pre-delivery detailing in a vehicle.
Session Aim:	This session will enable the student to clean a vehicle using appropriate solvents and safety precautions.
Session Outcomes:	• Identify equipment and suitable products for cleaning. • Research manufacturer's advice on correct personal protection, and engineering controls required for vehicle cleaning. • Identify waste disposal requirements for vehicle cleaning and describe safe procedures for vehicle cleaning.

TIME	OUTLINE OF SESSION	RESOURCES
5 minutes	Outline of session aims and learning outcomes. Relate to previous learning.	
15 minutes	Discuss the use of equipment and cleaning products.	OHT on types of cleaning agents and their purposes. *Check overhead for literacy level.*
60 minutes	Provide students with a range of car cleaning products that can be analysed by: - *reading and comprehension of the labels* - *looking up unknown terminology* - *researching engineering controls for vehicle cleaning* - *discussing the language used in vehicle manuals and listing common terminology.*	Examples of products: *Vehicle manuals*
30 minutes	Discussion of safe handling procedures based on research. *Each student to write up the safety procedures for one of the samples and highlight the key work in each step. Focus on expression and spelling.*	Examples of products: *Workbooks*
10 minutes	Demonstration and practice of a couple of key cleaning techniques.	Product samples: *Vehicle*
5 minutes	Conclusion and mention of next week's session on pencil touching and tyre painting.	

To carry out this exercise yourself, you will need to have access to one or two learning outcomes and the related assessment criteria, conditions and assessment methods that are part of an accredited vocational curriculum. If you have already made contact with a vocational teacher, it would be advisable to use their curriculum. If not, you could use one of the two excerpts from vocational curriculum reproduced on the following pages.

Please note: Before choosing the curriculum, you may like to check with your facilitator or presenter as to its suitability.

Your Task

Using the chosen learning outcomes, develop a teaching session plan which integrates literacy and vocational learning outcomes. Use the space below to plan your assignment. You are welcome to present the session plan/s in a style of your own choosing, or you may use the format in the example on page 78.

Sample Business Studies Curriculum

MODULE: NOS126 TELEPHONE OPERATIONS

Module Code (State):	Nominal Duration: 10 Hours
Module Code (National):	NOS126
PURPOSE:	Provide the participant with the knowledge and skills to operate a telephone system efficiently, communicating effectively in a workplace related context.
RELATIONSHIP TO COMPETENCY STANDARDS:	National Clerical - Administrative Competency Standards (Private Sector): • COM201 (Communication 0 Level 2, Unit 1, Element 1,2 of 3) To Complete COM201 element 3 is addressed in the following module: NOS128 Workplace Correspondence - Simple Drafts Alignment with other competency standards will be indicated as standards are endorsed by the National Training Board.
PREREQUISITES:	Nil.
RECOGNITION OF PRIOR LEARNING:	Acknowledges skills and knowledge obtained through: • formal training (conducted by industry or educational institutions in Australia or overseas). • work experience (informal training). • life experience. The main focus is on the learning outcomes of these experiences, not on how, when or where the learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should therefore be given the opportunity to apply for recognition of prior learning. States with existing RPL policy guidelines should refer to these policies until the national policy is available.
DELIVERY:	This module is designed on the assumption that most of the participants will achieve the learning outcomes specified in 10 hours. The length of time taken to complete a module will vary, depending on factors such as teaching method used, knowledge and skills at entry and individual participant's ability. This module provides for delivery on-the-job, off-the-job or by a combination of on and off-the-job training in a variety of modes. Some areas of content may be common to more than one learning outcome and therefore integration may be appropriate. The integration of this module with other modules, for the purposes of delivery, may reduce the nominal hours.

	Problem solving processes must be incorporated where appropriate in this module: • identify routine problems • address options • implement solutions. Delivery strategies should be selected to reflect the nature of the learning outcomes and the needs of the participant.
ASSESSMENT:	A list of definitions of suggested assessment methods has been included at the end of this module. These definitions provide guidance to assessors when developing assessment instruments to reflect the assessment methods at the end of each learning outcome. Assessors should refer to the National Office Skills Assessment Guidelines for further information.
LEARNING OUTCOME 1	**Operate a telephone system effectively in a workplace related context.**
Conditions:	Access to an environment conducive to learning, a telephone system with at least two extensions, telephone answering system, and equipment operating manuals.
Assessment Criteria:	1.1 Operate equipment to receive and generate calls utilising features which include picking up a group, transferring calls, putting calls on hold and redialling, according to procedures outlined in the equipment's operating manual. 1.2 Operate a telephone answering system according to procedures outlined in the equipment's operating manual.
Assessment Method:	Simulation/practical exercises using equipment features or practical display in a workplace related context.
Summary of Content:	Telephone system • features and functions include: - picking up group - transferring calls - putting calls on hold - re-dialling Telephone answering system Operating manuals
LEARNING OUTCOME 2:	**Receive and respond to incoming telephone calls in a workplace related context.**

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Conditions:

Access to an environment conducive to learning, including a telephone system with at least two extensions, telephone answering system and organisational procedures manual.

Assessment Criteria:

2.1 Answer calls promptly and clearly, using designated business protocol procedures.

2.2 Identify callers correctly and establish their requirements accurately.

2.3 Give disclosable information only.

2.4 Transfer calls to appropriate location/person promptly.

2.5 Record messages effectively using clear and concise language so that meaning is readily understood by recipient.

2.6 Distribute messages according to organisational procedures.

Assessment Method:

Role Play/practical exercises or practical display in a workplace related context.

Summary of Content:

Organisational procedures manual
Telephone communication techniques
Interpersonal skills
    - handling complaints
    - difficult customers
Problem solving
Internal directories
Note-taking
Electronic messaging (if available)

LEARNING OUTCOME 3:

Make telephone calls in a workplace related context.

Conditions:

Access to an environment conducive to learning, including a telephone system, telephone directories and organisational procedures manual.

Assessment Criteria:

3.1 Obtain accurate telephone numbers from an appropriate source.

3.2 Establish contact using designated business protocol procedures.

3.3 Convey purpose of call clearly and concisely.

Assessment Method:

Simulation/practical exercise or practical display in a workplace related context.

Summary of Content:

Telephone communication techniques/interpersonal skills
Directories - content, use
Other sources of information
Problem solving

Sample Engineering Curriculum

TAFE METAL AND ENGINEERING NATIONAL CURRICULUM PROJECT

BROAD BASE

MODULE: MATERIALS HANDLING (NBB 03)

PURPOSE: The module gives students the opportunity to identify the importance of and develop basic skills in materials handling in an engineering organisation.

NOMINAL DURATION: Half module

> ***This module is designed on the assumption that most of the students will achieve the competencies specified in 35 to 40 hours.***
> ***The length of time taken to complete a module will vary depending on factors such as teaching method use, knowledge and skills at entry and individual students' ability.***

PREREQUISITES: NIL

LEARNING OUTCOMES: On completion of the module students will be able to:

1. Explain the importance of materials handling in the production process and its relevance to new production techniques.
2. Analyse the requirements for a job task involving handling materials in an engineering environment.
3. Demonstrate safe manual handling techniques.
4. Describe types of mechanical aids associated with mechanical handling procedures.
5. Identify regulations associated with mechanical handling procedures for:
    - rigging
    - cranes and hoists
    - industrial trucks
    - conveyors.
6. Identify the regulations and procedures for the conveying of fluids, granules and gas in an engineering environment.

OUTLINE OF CONTENT: The module contains:

1. Systems of materials handling in metals and engineering enterprises, including particular methods relevant to new production techniques, such as JIT, VAM.
2. Job or task analysis factors.

> ***STUDENTS SHOULD BE MADE AWARE OF OCCUPATIONAL HEALTH AND SAFETY ISSUES IN ALL SITUATIONS AND BE EXPECTED TO DEMONSTRATE SAFE WORKING PRACTICES AT ALL TIMES.***

3. Safe Manual Handling Techniques
    - Recommendations for safe manual handling (refer to state/territory regulations).

OUTLINE OF CONTENT: cont.

4. Mechanical handling aids.
5. Mechanical handling procedures and regulations.
6. Fluids, granules and gas handling procedures and regulations.

ON THE JOB TRAINING: For consolidation the material in this module should be linked with and complemented by relevant On-The-Job skill practice or other equivalent experience.

PERFORMANCE CRITERIA: The criteria for each learning outcome should be:

Learning Outcome 1

Assessment: Case study of a company's system (or component of a company's system) of materials handling.

Performance: a. Analyse material handling systems/system component used and identify advantages and disadvantages.

Learning Outcome 2

Assessment: Case study report.

Performance: a. Undertake a risk identification, risk assessment and risk control assessment for a specified task involving materials handling in an engineering environment.

Learning Outcome 3

Assessment: Short answer questions.
Practical exercises.

Performance: a. Apply principles of manual materials handling to tasks involving:
- lifting
- pushing
- pulling
- holding.

Learning Outcome 4

Assessment: Short answer questions.

Performance: a. Select and correctly use appropriate mechanical aids to perform mechanical handling tasks.

Learning Outcome 5

Assessment: Short answer questions.

Performance: a. Describe regulations with mechanical handling procedures in relation to:
- rigging
- cranes and hoists
- industrial trucks
- conveyors.

Learning Outcome 6

Assessment: Short answer questions.

Performance: a. Apply principles of safe handling techniques for conveying of fluids, granules and gas in accordance with requirements of state/territory regulations.

Designing an Integrated Teaching Program

Before you proceed to this second assessment task, if you haven't already done so, make sure you have read the notes on integration in Section 2, Models of Good Practice, pages 113 to 141. The following steps may act as a guide:

1. Choose a vocational teacher to act as your resource and partner in the process.

2. Contact that person to:
    a) explain your tasks and their involvement. (Emphasise that they will not be involved in any written work or research, but that you need to use their expertise, and that in turn you have something to offer them.)
    b) provide them with some information about the services literacy teachers can offer that will not place a burden on their own workload.
    c) establish times to meet with them to discuss the development of your program outline.

Please note: The following steps should be done in consultation with the vocational teacher.

3. Obtain a copy of a suitable accredited vocational program (preferably a nationally accredited course and one likely to be undertaken by labour market clients). Choose a block of learning that is nominally ten weeks.

4. Using the learning outcomes identified as part of the nominal ten weeks, your program outline should be informed by answers to the following questions:
    a) What services could the literacy teacher offer the vocational teacher outside the classroom? For example, suggestions with language on handouts, advice on the reading levels of resources, etc.
    b) How can the teachers ensure the needs of individuals in the class are met?
    c) How can literacy be incorporated into the learning without changing the intent of the learning outcomes?
    d) In what ways could the services of the literacy teacher be used if they are available to work with the vocational teacher in the classroom? Are there times when their presence as a roving literacy

support person would be valuable, and other times when they could get involved in some of the teaching?

e) What kinds of learner-centred teaching strategies would be appropriate to use in this program outline?

5. The process should be documented using a critical evaluation strategy for each stage. This should provide the answers to questions such as:

   a) How effective was the process of engaging the support of the vocational teacher? Would you change it if you did it again?

   b) Did you end up with a program outline you were both pleased with? Were you tempted to have a go at implementing it? If you did, what were the results?

   c) What other observations did you make?

On the next two pages is an example of an integrated program outline that was developed by a literacy/numeracy teacher and an automotive teacher.

Second Assessment Task for Unit 2

Using a vocational curriculum document, develop a program outline of teaching sessions (equal to 10 to 20 hours of class time), which integrate literacy/numeracy and the vocational outcomes. Further details of the assessment process can be found in the pale yellow section beginning on page 103.

Michael's first approach to the building studies teacher was less than successful.

Sample Teaching Program

Certificate of Occupational Studies - Automotive
Unit 1: Overview of the Autmotive Industry

Session Times: 10.00 am - 12.00 noon
5th July to 6th September, 1995.
(10 x 2 hours)

LEARNER CENTRED STRATEGIES:

- Negotiate with participants, where appropriate, the content, methodology and assessment, while remaining within the confines of the vocational outcome.
- Cooperative learning, peer instruction and assessment will be encouraged wherever possible.

TOPIC & TIME	LEARNING OUTCOME	CONTENT/SKILLS	METHODOLOGY	ASSESSMENT	– ALBE INTEGRATION STRATEGIES
Jobs in the Automotive Industry 4 hours (2 z 2)	1. Identify all trades and related areas of the automotive field. 2. List the prerequisites for various jobs in the automotive areas. 3 Identify career paths in the Automotive Industry.	Nature of work in the automotive area: • Personal requirements • Basic qualifications required for various jobs in automotive • Employment paths and opportunities • Technology impact on automotive jobs	• Industry excursion • Research assignment - done on excursion • Video presentation "Careers in the Automotive Industry" • Guest speaker (VACC) • If possible, presentations to be delivered away from the traditional classroom. Use local contacts in industry to arrange "on the Job" delivery of this session.	Active participation in the excursion. Completion of work sheets. Completion of all written work	Assist in research assignment design and all handouts and work sheets that the Vocational teacher intends to use. Use students to organise excursion, eg. write visit request letters and make phone calls. Send letters of appreciation at completion. Guest speaker invitation and thanks, brief notes to be taken during presentation of talk (study type notes). Use video to record excursion, students to write the script and edit. Video and script are to reinforce the learning outcomes, eg. the trades within automotive, the qualifications required and the career paths. Students to design poster of auto career/job. ALBE teacher to team teach if possible, and provide specialist assistance to those participants who require it. This may include assistance with the research requirements or reading and writing skills.

Possible cooperative learning opportunities:

- Small groups to research and deliver small segments on selected industry occupation.
- Small groups to develop segment of video then develop whole with rest of group.

Possible negotiation areas:

- How, when, where of excursion.
- Requirements and assessment of research assignment.

Certificate of Occupational Studies - Automotive
Unit 1: Overview of the Autmotive Industry cont.

The impact of the Automotive Industry 6 hours (3 x 2)	1. Describe the impact of the Automotive Industry on: - horticulture - agriculture - transport - manufacturing - tourism 2. Identify the social impacts of the Automotive Industry. 3. Outline the macro economic impact of the Automotive Industry, eg. balance of trade.	• Dependence of many industries on the Automotive Industry. • Costs to society - roads, accidents, use of limited resources. • Effects on lifestyle. • Effects on environment. • Employment impact. • Imports versus local manufacture. • Personal costs of car ownership. • Government policy.	Small group work to brainstorm impacts on other jobs/ industries. Individual written piece - "How would my life change without the motor car?". Video - pollution and the more car. Use work sheet to stress main points of video. Use Government statistics to outline massive impact on economy of Automotive Industry.	Participate in class activities. Completion of writing piece. Completion of video response sheet.	Assist in development of all work sheets. Individual assistance to those who require it when developing/writing response to "How would my life change ...?" Assistance to use/read official reports/statistics. May involve developing understanding of percentages, etc.

Possible cooperative learning opportunities:

- Use personal experiences of group to outline dependence on Automotive Industry, costs, effects and impacts of Automotive Industry.

Possible negotiation areas:

- Assessment method/standards.

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Program Delivery

Program delivery is a vast area of knowledge that is part of the trainer or teacher's professional expertise. Rather than cover a number of strategies briefly, or too few in depth, this manual refers the reader to the many resources available to assist teachers in developing effective teaching strategies and classroom management practices. In particular *'Toolkit for Trainers'* (NSDC, 1995) deals specifically with teaching strategies for labour market programs. Please refer to Section 3, Additional Resources for details.

While these resources will provide the participant with a huge range of ideas, there are a number of other concepts worth mentioning here.

Humour:
The use of humour, which is underpinned by respect for your students is a most important tool. It should be based on warmth and not taking yourself too seriously.

Enjoyment:
If you genuinely enjoy what you do, it will show.

Caring:
Sometimes we become a little jaded in our caring, or insincere. Learners are seldom fooled by this. Caring must be genuine. Real caring does not stop the moment a class has ended. If you and your student agree that extra support from outside services is appropriate, you may assist them to access a personal or employment counsellor.

In the words of a Victorian SkillShare Coordinator, Lyn:

> I feel increasingly that for good teaching a synergy must emerge, learner and teacher or facilitator must link together and form a relationship through discussion, sharing and questioning. Lots of diagnostic and trialling of methods is necessary to understand how a client learns and what motivates that person. Language is very powerful and success in literacy and numeracy is very empowering; there is definitely a healing that takes place, and without wanting to sound too "New Age" I feel that when this deeper relationship is established (based on sound educational observation as well as personal links), my best results are obtained.

Networking

One of the most valuable resources a teacher can learn from is the skill and experience of colleagues and others who work in labour market programs. In addition to this, there are organisations and groups established to support and extend our understanding of our profession.

Draw a mind map of all the human and physical resources you can access. You may like to put yourself in the centre of this picture, and use the resource section of this manual to assist you.

Summary

Unit 2 has dealt with a range of issues involved particularly in the development of labour market programs, and although it certainly won't proclaim to have all the answers, it will possibly give you some starting points.

It should be noted that accredited general education programs may also be a vehicle for the development and delivery of programs with employment outcomes.

Marketing is often the province of program coordinators, but it is becoming increasingly important for teachers to develop skills in this area. Unit 3 has been developed to assist you in this process.

Unit 3

LABOUR MARKET PROGRAMS

Marketing

Unit 3 Labour Market Programs: Marketing

In this unit participants will examine issues specific to the marketing of labour market programs in self-paced home-study mode.

Learning Outcome:	Participants will be able to develop strategies for marketing labour market programs to CES clients.
Nominal Hours:	2 hours
Topics:	Marketing Education and Training Marketing and the Four P's (price, product, placement, and promotion) Promotion Options
Assessment:	See pale yellow pages at the end of Section 1.

Marketing, Education and Training

At this stage in the program you have analysed the role of the different groups of people involved in labour market programs. You have also had some experience in the development and delivery of programs. However, the best developed program will be of no use unless you can attract participants. Creative approaches, based on a solid understanding of the needs of potential participants, are required to be able to do this.

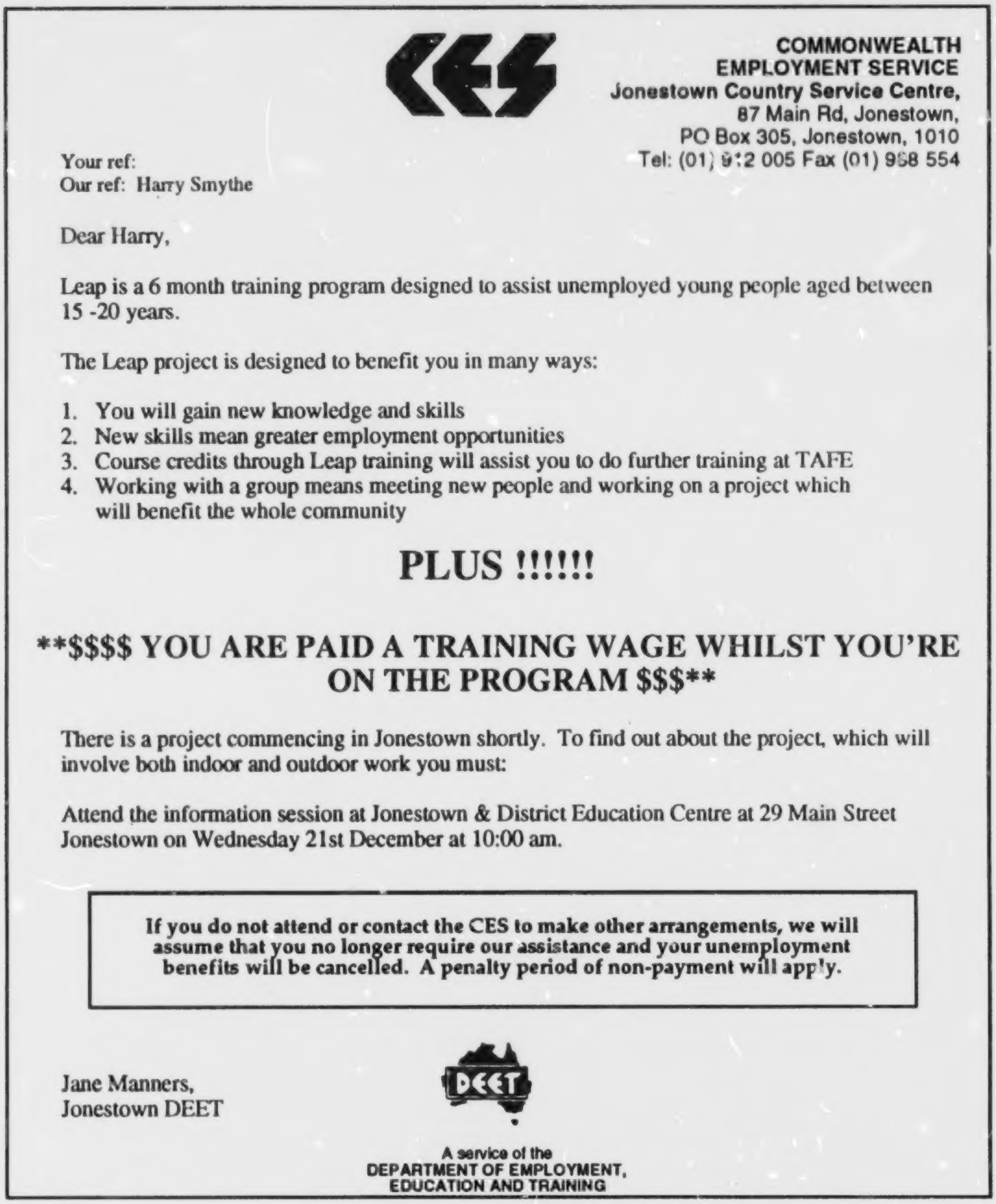
Good ideas also need the support of careful planning and an understanding of marketing specific to the target group.

The term 'marketing' means different things in a range of contexts. Many definitions of marketing share a common theme – that of a process which brings together a buyer and a seller. This notion of buying and selling is professionally somewhat alien to teachers. However, by studying certain aspects of marketing, we can learn what may be useful for our purposes and leave the rest.

For the purposes of this unit, the buyer or customer is the unemployed person who undertakes the labour market program, and the seller is you, the provider of the program. One of the most significant differences in marketing for labour market programs is that not all the unemployed participants are volunteers, and there are others who, though they are not conscripted to the program are strongly encouraged by the CES to undertake training.

In many instances, these potential participants are invited to attend a program through a general letter from the CES.

Examine the following example.



COMMONWEALTH
EMPLOYMENT SERVICE
Jonestown Country Service Centre,
87 Main Rd, Jonestown,
PO Box 305, Jonestown, 1010
Tel: (01) 912 005 Fax (01) 958 554

Your ref:
Our ref: Harry Smythe

Dear Harry,

Leap is a 6 month training program designed to assist unemployed young people aged between 15 -20 years.

The Leap project is designed to benefit you in many ways:

1. You will gain new knowledge and skills
2. New skills mean greater employment opportunities
3. Course credits through Leap training will assist you to do further training at TAFE
4. Working with a group means meeting new people and working on a project which will benefit the whole community

PLUS !!!!!!

****$$$$ YOU ARE PAID A TRAINING WAGE WHILST YOU'RE ON THE PROGRAM $$$****

There is a project commencing in Jonestown shortly. To find out about the project, which will involve both indoor and outdoor work you must:

Attend the information session at Jonestown & District Education Centre at 29 Main Street Jonestown on Wednesday 21st December at 10:00 am.

If you do not attend or contact the CES to make other arrangements, we will assume that you no longer require our assistance and your unemployment benefits will be cancelled. A penalty period of non-payment will apply.

Jane Manners,
Jonestown DEET

A service of the
DEPARTMENT OF EMPLOYMENT,
EDUCATION AND TRAINING

What is your response to the tone of this letter? If you were unemployed, would you feel encouraged by it? Is money a major concern of the long term unemployed as this letter would suggest? What is the difference between unemployment benefits and the training wage? (A good question to ask your mentor.) As the provider of the program, if you do no marketing at all, this could be the only information the potential participants will get about your program. Would you be happy for your program to be promoted in this fashion? If not, what changes or additions could you make?

There is evidence that a letter containing a warning of a penalty (non-payment of benefits) can result in about three times the usual response rate.

Jot down your ideas for marketing a labour market program. Think about all the alternatives. At this stage, don't be concerned with costs.

If the provider did no marketing at all they could expect a maximum response of 30% of the target group. Many CES offices are willing to support other ideas for marketing your program, as it is in the interest of both parties that the marketing be successful. So, be proactive about your program. If you believe it is a good one, then you should be keen to attract as many participants as possible.

Let's now examine the use of the term 'product' in marketing.

What is your product?

Marketing includes notions of:

services
goods
ideas

If we look at the example of hairdressing, using these three notions, we see that:

service	can equate to the process of satisfying customer needs, including customer relations and the application of professional skills
goods	can equate to producing a hairstyle which meets the needs of the customer, and hair care products
ideas	can equate to advice on future options for hair management and style

How can these three notions be translated to education and training? Try this exercise below.

services can equate to

goods can equate to

ideas can equate to

Now that you have a better idea of what you have to offer in marketing terms, how do you reach and capture the commitment of the target group?

Marketing and the Four P's

A provider can control four aspects of marketing that can attract the unemployed target group.

price:	The price of labour market programs is generally not an issue for the participants. However, transport costs, or other additional costs may have to be borne by the participants and these have been clearly indicated in the initial submission.
product:	The target groups, type of program and the outcomes required are usually fixed by the CES and are related to employment. Therefore the product has certain parameters from the outset. However, there are many ways in which the provider can influence it. Quality, packaging, delivery and service availability are just some of those.
placement:	In a marketing context, placement refers to how you get the product to the customer. It includes location of facilities and flexibility of delivery. This is often an issue for long term unemployed people who are not always comfortable in an education environment, or may have transport difficulties.
promotion:	Most importantly for labour market programs is the promotion of the program. This includes advertising, publicity in the news media and personal contact. The major focus of this publicity will be the target group of long term unemployed. However, the promotion of what you are doing can be important in the context of the broader community. It can be of benefit to you if people, who may be able to exert their influence on the program outcomes, including employers, business people, etc., are aware of the program.

Promotion Options

Advertising

Advertising is generally any form of paid, non-personal communication. Advertising's high public mode of communication lends a kind of legitimacy to what you are selling. It also allows you to repeat the message many times.

The expense of advertising must be weighed up against the positive effects. Television, radio, even the cinema slides before the main attraction, can all get to your target audience. What is also suitable in many cases is the production of a flier or pamphlet. This may convince a minority of the target group themselves, but it also provides some hard copy information for those who may have some influence on the target group.

Unpaid Advertising

Most radio stations offer time to the advertising of community announcements. Many regional television stations also give time for community announcements.

Publicity

Publicity involves news stories and special features in newspapers, radio and television. This medium offers you a high degree of credibility as news stories are perceived to be more authentic to readers and viewers than advertisements. Publicity can reach many prospective clients who would normally avoid the regular channels of communicating your message to them.

Personal Selling

Personal selling can be a most effective tool at certain stages of the process, particularly in building up the potential participant's preference, conviction and action. It offers an interactive relationship between two or more people. This interaction permits relationships to develop and will also keep the customer's interests at heart and can help to maintain long term relationships.

Examine the marketing mix that was used in the following case study

Preparation for Employment and Training (PET) is the pilot short course for long term unemployed 15 to 19 year olds described earlier on page..... Helen, the program coordinator, talks about the marketing strategies they used for the PET course at a Victorian TAFE College.

We knew the marketing for this program was going to be important. It was a pilot of a new curriculum and although the CES said they would send a letter to all those who fell into the target group, they were not available to assist further because they had no stake in it.

The budget would extend to a range of advertising strategies, but what was going to be the most effective? Helen decided that she would do some marketing research during the process of enlisting participants, so that even if they failed to get it right this time, they would know more next time. The teachers met and after much discussion agreed that the marketing mix should include:

A paid advertisement in the local paper
A letter to all those registered with the CES
A one page flier to disseminate to all CES clients (posted with the CES letter)
Support agencies for youth, ie. youth centres, homeless agencies, etc.
Personal contact with key people who work with youth
Radio interviews
Community radio announcements

Each of first three marketing methods used the same information available on the flier with just a few adjustments.

This meant that only one page had to be produced and it was adapted to suit each new situation.

Are you...
15 to 19 years old
...bored...
wondering what the
next step is for
you?
Then this may be an option!
It is a new short course which will be
the first of its kind in Victoria
because you can receive a
recognised certificate
at its end
For more information or to apply for the course,
phone Deborah Julian on 42 3279

The class started after only 14 days of recruiting with 12 participants (approximately 18 people had expressed an interest and requested more information).

As the potential participants made contact with Helen, she asked them how they had found out about the program. The following statistics summarises their response.

Radio ads	2
Radio interviews	1
Newspaper	0
Parents or friends seeing newspaper	3
Parents or friends hearing radio	2
CES letter and flier	3
Youth networks	1
A combination of two or more of the above	8

Helen and her staff examined these statistics and were surprised by three issues in particular:

- Success wasn't specific to any media. It was spread across them all, although there was a surprising lack of success with youth networks.
- Five of the twelve who enrolled in the program were informed by their own personal networks of relatives or friends, who had seen or heard the ads on newspaper or radio.
- Over two thirds of participants had received the information from more than one source and this was an advantage in that it reinforced the information.

It was felt that what they had learnt from the statistics was that using a number of strategies together in a marketing mix was important, and one strategy should not dominate. Radio and newspaper were equally useful.

Although using youth networks was not successful in this instance, it was agreed that the personal contact made with these people would possibly have benefits in the long term.

Perhaps most importantly, they learnt that the personal networks of the long term unemployed were a strong influence over them and could be used more extensively in the future to their advantage.

If you have been successful in encouraging clients to at least make contact to find out more information, you can be pleased with your efforts to this point. You are now at a delicate stage in the process. What you say to clients when you first communicate with them should be considered carefully. Undertaking a labour market program has real implications for people's lives and should be seen as an opportunity to break down some of the barriers to learning and to employment.

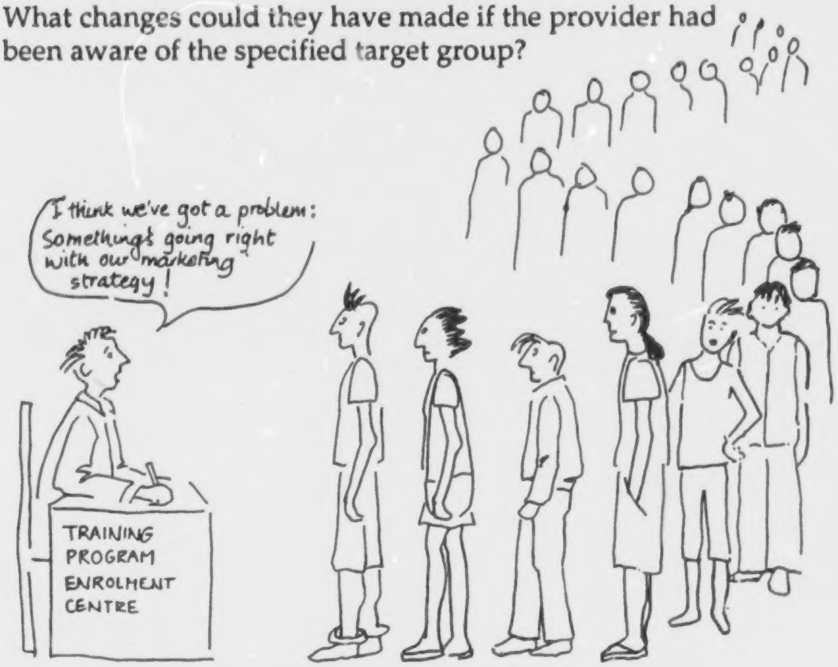
In addition, you will need to investigate as far as possible the details of the information session, particularly if it is organised by DEET. The following case study highlights some potential problems.

The information session for a clerical orientated LEAP program was organised by DEET. The provider had prepared a flier to be sent to potential clients but the target group was not clarified.

The provider attended the information session expecting to expand on the information on the flier, assuming all those attending were interested in the general proposal.

> During the session it was clear that some of the 30 clients were disinterested, and when, at the completion of the session only two clients registered their names for the selection process, the provider staff queried the target group.
>
> DEET had decided that this project had to be directed *only* at Job Compact clients and therefore all those attending had to be there or risk losing their income support. It was also clear that the clerical nature of the course was not taken into account when sending out the information as many of the clients only wanted outdoor work.
>
> The result was basically a waste of time for all parties.

What changes could they have made if the provider had been aware of the specified target group?


I think we've got a problem: Something's going right with our marketing strategy!
TRAINING PROGRAM ENROLMENT CENTRE

Now it's time to develop some of your own ideas about promoting your program/s. Choose a program you have been involved in, or, better still, one that is currently being planned. Read the three alternatives below and choose which one you would like to explore further. If possible, talk to someone (your facilitator or your peers), and exchange ideas about what can work. Your unemployed mentor is another good source of feedback about your ideas.

1. Write an advertisement for your program for the newspaper. Make sure you identify the main points, such as the type of program, the target group, the outcomes and the contact person. Once you have these details down, identify what parts of the information would change if the advertisement was also run on the radio and on television.

2. Design a high quality flier for posting with CES letters and delivering to support services and any business or organisation with access to the target group. Include the type of program, the target group, the outcomes and the contact person.

3. Develop a program for an interesting information session for potential participants. Consider the location of the session, motivational material, staff involved, outline of session, etc.

Use the space on the next couple of pages to document your ideas.

Assessment Task for Unit 3: see page 110.

Units 1, 2 and 3

LABOUR MARKET PROGRAMS

Assessment

Assessment Tasks and Procedures

Unit 1

Introduction

Unit 1 assessment is based on local research undertaken by the participant. At what stage in the program the assessment tasks are completed is up to the participant, in discussion with their facilitator or presenter.

Some suggestions for how to organise the assessment are:

- For those doing Unit 1 in a one day workshop, the assessment could be started at the conclusion of that day or at least prior to the commencement of Unit 2. It is important for the presenter to assist the group in organising times for visiting the CES. This will help your local CES to handle the flow of people. It may be necessary to split a group into pairs. If there is more than one CES branch available, it would be advisable to allocate different participants to each one.
- If the workshop is organised as three consecutive days (which is not recommended), then the assessment can take place over a predetermined period after the workshop, negotiated by the presenter and the participants.
- If Unit 1 is face to face, but spread over sessions on several days, the participants could commence making contacts and the visits required before or after the related content is covered.
- If Unit 1 is undertaken by home study, the participants can commence the assessment at any convenient time (preferably before starting Unit 2).

The Assessment Tasks

The assessment tasks for Unit 1 are as follows:

1. Research on your local CES and its operations. The information you obtain should include:
    a) detail about the structures and operations of your local CES. Who are the key people involved in labour market programs, and what are their roles?
    b) the resources available at the CES and the services the client receives.
    c) contact names and telephone numbers of key CES personnel.
    d) local employment trends.

    Note that c) is your own personal resource that does not have to be presented for assessment. This information could be obtained by one person in situations where large groups are undergoing training.

It is acknowledged that there may be some circumstances where it is not feasible for the participant to visit the CES. In this situation, it is possible to carry out the assessment tasks by telephone. It may be necessary to make a series of calls to a range of people within the organisation.

2. Research on the local groups that offer support to the long term unemployed and other disadvantaged adults.

The section headed *A Walk Through the Services* overleaf, has been developed to assist you in undertaking all of the research related to both points 1 and 2 above by providing a framework for gathering the information. In addition, on page 107 is a form to register the information you gather about contact people and their telephone/fax numbers.

If you have a mentor, it may be valuable to discuss their views on the local CES office.

What must be handed in:

- A research assignment on DEET structures, resources, client services and local employment trends.
- A research assignment on the Department of Social Security and support services for the unemployed.

Guidelines for Assessing the Participant's Work

The assignment must be based on direct contact through a visit or by telephone.

The information may be presented in any format. A mind map for the relationships that exist in the CES may be appropriate, or participants may wish to record their experiences in written form. Any format that meets the assessment criteria is acceptable.

The participants must demonstrate a knowledge of how the CES operates from the perspective of the unemployed person and from their own perspective as a teacher of labour market programs.

The participants should summarise the resources available.

If the participants have completed the Unit by home study, all sections in the manual that require a response should be completed. If the participants have undertaken the unit in a face to face workshop, then they should have participated in all activities and attended all sessions, or completed equivalent work requirements.

A Walk Through The Services

As you wander, use this guide to assist your investigations. Good luck!

The CES

Start with your local CES office. Sit in the waiting area and observe the setting and the system for obtaining information and assistance.

What impact does it have on clients? Is it user friendly?

Check the vacancy board/s. **Are they easy to follow?**

What skills do you require to access this information system?

Now, begin contact.

Through the inquiry process, gain access to one of the following videos:

Interview Techniques
Between the Lines
The Hospitality Trades
Careers in Computing

View the video. If one isn't available, can it be obtained for you? How long will it take, and what are the borrowing procedures ?

Obtain or make a list of resources which are available locally, or can be obtained to assist unemployed clients research jobs, improve interview techniques, etc. This list will provide a valuable resource for you to utilise in the delivery of labour market programs.

Find out which staff deal with labour market programs, from the manager down, recording their names, phone numbers and roles. (These can be recorded on the form on page 107.) Determine who is the contact point for you if your labour market program participants have a DEET problem, for example, receiving a NewStart review letter.

Please note: It does not pay for participants to simply ignore correspondence from DEET or the DSS.

Ask the officer to give you a brief overview of local employment trends.

Before leaving, check you have:

- A list of available resources and how to access them.
- A contact name for future assistance.
- A list of the personnel and their roles in the organisation.
- A summary of local employment trends.

The Department of Social Security (DSS)

Now, visit the Department of Social Security and again observe the environment.

Is it client friendly?

Find out through available information, or by inquiry, the regulations controlling the availability of rent assistance. Also inquire as to whether participants in labour market programs are entitled to Health Care Cards and transport concessions.

Does the DSS have a referral process for clients requiring accommodation assistance?

Feel free to save your legs on the next section by investigating the following agencies by telephone. These include organisations in your area which assist those who may require accommodation assistance, both short and long term.

Is there any student accommodation in your area?

Support Services

Now for the detectives! One of your labour market program participants tells you they need assistance with managing their money. **Who would you refer them to?** Check that your referral would be appropriate. If it isn't, follow the trail through until you find the appropriate assistance. In some areas, there may be a phone service.

The final leg of your journey is to find support services available in the following areas:

1. Financial Services
2. Housing/Accommodation
3 Legal Services (Legal Aid)
4. Health Centres
5. Youth Centres
6. Aboriginal Organisations
7. Disability Services
8. Migrant Services
9. Translation Services
10. Child Care Services

Establish a contact name and phone number for available services and summarise briefly what they can offer. You may come across additional services not listed above (Other Services).

Congratulations, your walk through the services should have resulted in the compilation of a valuable resource on which to call if required.

Resources Available in your Local Community

Please note: Some services may only be available by telephone.

Name & Address of Organisation	Contact Person & Phone No.	Facilities/Services
DEET		
DSS		
Financial		
Housing/Accomm.		
Legal Services		
Health Services		
Youth Centres		

Aboriginal Organisations		
Disability Services		
Migrant Services		
Translation Services		
Child Care Services		
Other Services		

Unit 2

Introduction

Unit 2 assessment is based on two tasks that require the assistance of a vocational teacher and access to their accredited vocational curriculum.

As part of Unit 2, all participants will have undertaken the activity of developing a session plan from a number of learning outcomes (page 78). If at that stage you had already made contact with the vocational teacher, you may have used their curriculum for the brainstorming activity. In this case, continue with the same curriculum for this assessment task.

If not, to commence the second assessment task, each participant is required to contact a vocational teacher who would be willing to assist them, and access one of the vocational teacher's curriculum documents. If you are involved in a face to face workshop, you will need to bring the curriculum document along. If you are doing home study, you will need it on hand for the section on Program Development.

The Assessment Tasks

Assessment of Unit 2 is based on the successful completion of the following tasks:

1. Using one or two vocational learning outcomes, develop a teaching session plan which integrates literacy/numeracy and the vocational outcomes.

   The participant must work with a vocational teacher and accredited vocational curriculum.

2. Design a 10 week program outline from accredited curriculum which integrates vocational and literacy competencies for a vocational course, and is based on learner-centred principles.

What must be handed in:

1. A teaching session plan which integrates literacy and vocational outcomes.
2. A program outline for vocational curriculum and literacy.

The implementation of the program through team teaching with the vocational teacher would be a logical outcome that is likely to have benefits for both parties. You are encouraged to pursue this if possible. However, given the limitations of time for this program, implementation of the program outline is not necessary for the purposes of assessment.

Guidelines for Assessing the Participant's Work in Task Two

The participants must demonstrate that in the process of developing a program outline, they have developed a working relationship with a vocational teacher. This relationship should include discussing the vocational teacher's awareness of the literacy needs of their students. It should also provide the groundwork for developing a program outline.

The program outline should appropriately integrate literacy into the vocational curriculum, and use at least one of the learner-centred teaching methodologies covered in this manual.

The documentation of this assessment task should be carried out in such a way that each stage of the process is recorded by the participants in an action based report.

The format this assignment is presented in is up to the participant. However, included in the documentation should be:

a) The name and code of the accredited curriculum upon which the program outline is based.

b) The name of the vocational teacher.

c) A brief description of the course aims, target group and length of the total course.

d) A list of the outcomes covered.

e) A description of the content covered during the nominal ten week period. This should focus on the language, literacy or numeracy learning that is achieved through vocational content.

f) An explanation of suggested teaching methodologies for any potential users of your program outline.

Good Luck! Hopefully the experience will be as interesting for your host vocational teacher as it should be beneficial for you!

Unit 3

Unit 3 is the self paced home study module, based on the one learning outcome for Unit 3 (see page 91). It is considered that each participant will achieve the learning outcome by completing the reading and activities. However, **there is no other formal assessment of this unit**.

Evidence that the home study notes have been completed should be presented to the facilitator/presenter.

teaching literacy in LABOUR MARKET PROGRAMS

Section 2: Models of Good Practice

Models of Good Practice

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Integrating Literacy and Numeracy Teaching with Vocational Content Teaching in Labour Market Program Courses

The Statement of Duties for Teachers of Literacy/Numeracy in TAFE NSW includes the task of working with vocational content teachers to ensure that the literacy and numeracy learning needs of students are met.

There are two stages of working together: awareness raising and actual teaching. I will first discuss the activities that are used when vocational content teachers have had little previous interaction with Literacy/Numeracy teachers and/or little exposure to literacy issues.

Awareness Raising Activities

1. L/N teachers drop by the areas where vocational content teachers work to get to know them, and to explain what services the L/N teacher can provide.

This is often the first step when vocational content teachers and L/N teachers have not had much interaction. Morning/afternoon tea, lunchtime or other social times are often a good time to approach vocational content teachers.

Example: At one college the L/N teachers prepared a leaflet (for both teachers and students) explaining the services provided. The leaflet was printed in very large print, with lots of pictures, contact phone numbers, office number, etc.

Each L/N teacher was "assigned" several vocational content sections within the college, and it was part of the L/N teacher's duties to drop round "their" sections on a regular basis, provide the sections with copies of the leaflets, and liaise with the section members about any L/N services their students might need (eg. those discussed below).

2. L/N teachers work with vocational content teachers to raise awareness of literacy/numeracy issues.

This could include:

- discussing how to identify students with literacy/numeracy difficulties;
- explaining what options are available once a teacher has identified a student with difficulties;
- discussing the often complex coping mechanisms that people with literacy/numeracy difficulties develop to avoid being "caught out";
- discussing the effect of literacy/numeracy difficulties on the student's ability to function in society as a whole, eg. at work, at home, grocery shopping, communicating with others etc; and
- discussing how literacy/numeracy difficulties would have affected the learner's previous educational experiences up to and including the TAFE NSW vocational classroom.

Example: Usually this awareness raising occurs through informal chats, particularly when L/N teachers have dropped by various sections for morning/

afternoon tea. However, L/N teachers could provide a more structured professional development activity to talk about literacy/numeracy issues.

TAFE NSW also has produced a professional development program aimed at vocational content teachers (not literacy/numeracy teachers) titled "Working Together". This program raises awareness of fundamental principles of literacy/numeracy, examines literacy/numeracy issues, and provide strategies for integrating literacy/numeracy teaching with vocational content teaching.

Teaching Activities

Once vocational content teachers are familiar with literacy/numeracy concepts and issues, L/N teachers can actually start to work together with them to carry out teaching activities designed to assist students in the vocational classrooms with literacy/numeracy skills.

1. **L/N teachers assist vocational content teachers to develop lesson notes, handouts, assignments and assessment events which incorporate the concept of "plain English".**

L/N teachers may discuss the concept of "plain English" with vocational content teachers, and the effects of "plain" vs "non-plain" English on students' ability to understand written handouts and other materials. The L/N teacher could provide examples of plain vs non plain English, eg NRMA insurance policies and the policies of insurance providers who do not attempt to use plain English in their written materials.

After such a discussion, the vocational content teacher may be willing to have the L/N teacher work with him/her to make written materials more reader-friendly.

Example: L/N teachers in TAFE NSW have been asked to "plain English" entire syllabus documents, as well as assist teachers on an individual basis.

TAFE NSW has an excellent staff development program called "Teaching and Learning Strategies" (TALS), and L/N teachers could combine "plain English" skills with techniques covered in the TALS program to assist vocational teachers to improve their handouts and materials. The use of mind maps instead of written notes would be one way teachers could make their masters more easily understood by students with literacy difficulties.

TAFE NSW also has a style guide which talks about plain English and what it means.

2. **L/N teachers provide samples of literacy/numeracy activities that vocational content teachers can use (preferably very early in a course/subject) to help identify learners who may have literacy/numeracy difficulties.**

Vocational content teachers often ask for "tests' which can tell them if a student is going to need literacy/numeracy assistance in order to succeed in a given subject/course.

L/N teachers in TAFE NSW do not use "tests" to determine students' literacy or numeracy needs. Rather, they use a variety of techniques ranging from personal interviews and informal discussions with students about how they use their reading/writing/numeracy skills, through to having students write down some of information about themselves, or read something and then tell the teacher about what they have read.

However, L/N teachers will often assist vocational content teachers to identify or in some cases, design, a reading, writing or mathematical task which could be given to students early in a course, and which would assist teachers in identifying students with literacy/numeracy difficulties. Such a task may or may not reflect the content of a given subject/course, depending on the materials available and the nature of the course.

Example: At large metropolitan colleges, L/N teachers will typically assist teachers in such diverse fields as hairdressing, metal fabrication and carpentry and joinery, to develop reading/writing and maths tasks that could be given to students on the first (or close to the first) day of classes (or before, if there was an orientation day) to identify students who would benefit from extra assistance with literacy/numeracy in order to pass the subject/course.

These tasks are as relevant as possible to the vocational content area, eg students might be asked to write about why they had chosen to enrol in the course, or a comprehension reading task might be given on a topic closely related to the course content. "Real" reading material is used wherever possible rather than "constructed" material.

The vocational content teachers present the students with the task(s) as part of the course, but L/N teachers evaluate the responses and in consultation with the vocational teacher, determine which students would benefit from assistance and how such assistance might best be provided.

Other joint activities include L/N teachers being asked to participate on interview panels for applicants for fully accredited pre-employment courses (eg I participated in an interview panel for a Carpentry and Joinery Certificate in Occupational Studies course - which is a fully accredited course that provides unemployed people with the equivalent of the first year of the carpentry and joinery trade course).

3. L/N teachers team teach with vocational content teachers.

Team teaching can occur in a variety of ways, not necessarily with both teachers in the same room at the same time. The important aspect of team teaching is that both teachers are working to provide the same student/students with the skills, knowledge and attitudes they will need to be successful in the course/industry.

Based on the needs of the student(s), the vocational content and L/N teacher together decide on the most appropriate delivery arrangements. These include:

a) The L/N teacher team teaching with the vocational content teacher.

In TAFE NSW, this is the most strongly recommended mode of teaching Literacy/Numeracy for Labour Market Program courses. However, there are not usually enough hours for an L/N teacher to team teach the entire course, so the L/N teacher(s) and the vocational content teachers together work out where team teaching would be most helpful.

For these joint teaching sessions, the L/N teacher and the vocational content teachers work together to prepare and deliver lessons. The L/N teacher could help the vocational content teacher "plain English" their lesson materials as mentioned above.

The L/N teacher might also identify portions of the lesson that lend themselves to literacy/numeracy development. Ideally, the vocational content teacher's lessons would reflect input from the L/N teacher in terms of plain English and emphasising language/literacy/numeracy issues, while the L/N teacher's lessons would focus on language/literacy/numeracy problems that many students were experiencing in a particular area of the vocational curriculum.

Examples: Team teaching communication with a group of long term unemployed NESB students in a Commercial Cleaning Labour Market Program course. This involved the two teachers co-developing lesson plans, taking turns in the delivery, role playing examples/demonstrations with each other, and taking turns assisting students with the greatest language/literacy difficulties.

Team teaching automotive trade subjects - the trade teacher taught the content, and the L/N teacher designed revision exercises and questions for the end of each theory lesson. The students were organised into groups to answer the questions and the group that answered the most questions won small prizes. At the end, all the students shared their answers so that everyone could take their answers home and use them in preparation for written exams.

In a Carpentry and Joinery class, the vocational teacher would introduce a mathematical concept, and the L/N teacher would provide examples of different methods that could be used to achieve the same result.

b) Providing tutorial assistance to individual students or groups of students.

This mode of delivery is not the preferred one, particularly for labour market program courses, but there are occasions when it is the only option. If individual students, or a group of students are identified as having substantial numeracy/literacy difficulties that would interfere with their successful achievement of the vocational course/subject outcomes, it may be appropriate to give them extra assistance either inside or outside the vocational classroom. Alternatively, an individual student might need assistance with just one specific activity.

If the L/N teacher assists students during the class sessions, the students involved must be comfortable with this. Sometimes students will request literacy/numeracy assistance during their vocational class.

Example: The teacher/consultant for the students with intellectual disabilities had a request from a student in a labour market program computing course for L/N assistance. The problem was that he couldn't read and write fast enough to keep up with the rest of the class, although his actual computing skills were comparable to others in the class. The L/N teacher assisted the student to take notes, learn new vocabulary, and work at his own pace.

Sometimes tutorial assistance is delivered outside of classroom hours, although as mentioned above, this is not the preferred option. In some cases, the L/N teacher and the vocational content teacher work together to run a tutorial for anyone who needs assistance. In other cases, the L/N teacher works alone with a student, or a group of students, but the literacy/numeracy teaching is always carried out using the content of the vocational subject. The L/N teacher must liaise closely (including sitting in on classes, and having weekly meetings) with the vocational content teacher to ensure that literacy/numeracy activities fully reflect the vocational course/subject material.

Example: Tutorial support groups/individual situations happen throughout TAFE NSW, although team teaching is more prevalent with labour market program courses.

Specific examples include working through cookery-based numeracy problems of individual students in the Commercial Cookery trade; setting extra problems, and giving alternative mathematical explanations to an unemployed student in the Carpentry and Joinery pre-employment (Certificate in Occupational Studies - COS - course); going over test items and typical test questions with a student in the Information Technology Advanced Certificate; assisting an unemployed student with the resume writing component of a Communication subject in the Electronics and Communication Advanced Certificate.

Some particularly innovative activities have occurred in various places. In the Automotive trade area, there was a group tutorial session that ran over several years. During the first year, a L/N teacher and a trade teacher team taught the group tutorial (held in the evening), and trade students from different course/years would come to the tutorial session for literacy/numeracy assistance. The trade teacher at the same time was becoming "trained" in L/N issues, so that by the second year, the trade teacher alone was providing the tutorial support, "with mentoring" by the L/N teacher as required.

These activities apply to labour market program courses where there is vocational content, which is the vast majority of cases. TAFE NSW provides a limited amount of specifically literacy/numeracy teaching funded under SIP. However, even in these cases where there are no vocational subjects provided, literacy and numeracy are still taught in the context of what the students want to be able to do, whether those goals are vocational, personal or social.

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Vocational SCUBA Training

Proposed 16 Week Get Skilled Training Programme, commencing June, 1995

Aim:
The aim of this programme is to recruit 15 - 24 year old unemployed clients with low literacy, numeracy skills (lower than year 10) and to dramatically improve their literacy/numeracy abilities in conjunction with gaining SCUBA, customer service and hospitality skills to a level that makes them highly sought after employees in the recreational dive industry.

Client Group:
- 15 - 24 years of age
- Currently registered as unemployed with the CES
- Literacy/numeracy screening will be used to identify students with lower than year 10 levels

Subject Content:
- SCUBA Instruction to Dive Master level
- Literacy/numeracy – vocational dive based
- Small business/retail sales
- Communications/goal setting
- Job seeking skill – diving industry focus

Subject Outlines:

1. SCUBA – Dive Master

This study stream is roughly equal in theory and practical content. It is delivered by a full time dive instructor in a commercial dive shop setting. The students must complete the following set of topics/subjects to be assessed as competent:

- Basic Open Water Diver
- Advanced Open Water Diver
- First Aid Diver
- Dive Master Training

These subjects are taught as distinct modules as detailed in a student handbook. The handbooks are used world wide which means the students have an internationally recognised credential.

2. Literacy/Numeracy

In the first six weeks of the course virtually all the examples of literacy and numeracy exercises are directly related to diving experiences. During this period the students are not invited to negotiate the curriculum content. This is a nurturing and confidence building period where the relevance of everyday literacy and numeracy is discovered via SCUBA.

The exercises used during this period are not from an existing curriculum but are the result of the combined experience of the ALBE teacher's feel for what is achievable and developing fundamentals through exploring the language and symbols of diving. Most of the exercises are based on either reflective writing about their feelings and experiences of the course so far, or on quasi technical descriptions of the equipment used in diving.

During the first few weeks, little emphasis is placed on grammar with regard to the reflective writing. Again this is a period of confidence building, students seeing their written reflections contain passion and excitement.

SCUBA numeracy is an attempt to bring relevance to a whole range of numerical fundamentals. Fractions, multiplications, additions, subtractions and percentages all form the basis of planning the dive experience. Working with formulas, that is, the reading of symbols representing important, relevant factors (eg. tank capacity, bottom ascent rates, etc.) the students are able to create dive plans out of what was initially meaningless to them.

Students are shown how once mastered, a formula can be applied to solve a range of unknowns, eg. fuel consumption, distance travelled.

The SCUBA framework was chosen for this group primarily because it has the potential to combine an environment of high motivation levels with associated numeracy skills.

The challenges in this course were to create:

- an immediate appreciation of their ability to 'master' maths when the rewards are sufficiently attractive and immediate; and
- a desire to realise their long term employment goals ... these to be achieved in part, via commitment to substantial numeracy improvement.

The opportunity to master at least one numerical set of challenges coincided with their mastery of the underwater environment.

SCUBA technology is full of innovation, yet students can immediately grasp that their own enjoyment of this technology lies in their understanding that mathematical applications form the safe framework for the application of this technology. Certainly learning to dive involves some risk taking. So indeed does breaking through the belief that "I can't do maths".

The course attempts to use SCUBA related applications of maths as a key to students understanding more generalised applications of the same essential formula.

One of the main objectives is to show students that maths can in fact be an integral, indeed essential, skill in many of the opportunities which society offers the individual. Obvious examples include the enormous number of jobs that require reasonable or better maths skills, applications for finance, budgeting, right through to a glimpse of how maths forms the basis of space exploration.

If we can bring some sense of relevance through these examples, then we have established at least a platform of tolerance, and at best, real interest in how maths impacts on their lives.

The next step is to introduce SCUBA theory which lifts the maths from being relevant to being essential. Maths is suddenly the magic formula which gives them access to the underwater world that is motivating them.

3. Communications/Goal Setting

This is the most reflective part of the course. It gives students the opportunity to integrate the wide range of learning they are participating in. It aims to show the student that they are making progress and what it is that makes this progress possible.

Once again the first six weeks are largely prescriptive in content. After this point, class time is given to cooperatively developing the curriculum content and assessment criteria. The class discusses "what is a fair measure of the effort or acquired competency for this subject" and students are encouraged to identify some of the individual session content with the teacher, perhaps presenting a trigger such as "who do you admire?". "Should we have a guest speaker and who should it be?"

4. Retail Sales

Subjects covered in this area include:

- Customer Relations
- Point of Sale Equipment
- Shop Merchandising

The same strategy is employed of initially having fairly fixed content before moving towards a negotiated curriculum and using cooperative learning strategies.

Assessment:
Students are expected to maintain a folio and periodically review it to self evaluate their progress every fortnight. Individual progress is often magnified by requiring students to select a piece of work they are most proud of and then discussing why.

The Dive Master course is competency based and each session starts with "By the end of the session you will be able to ..." thus much of the assessment employs competency based assessment methodologies, where if the student is able to answer the questions and demonstrate the practical skills to the required standard, they are considered to have reached competency for that unit of learning.

The teacher is also expected to assess each student by gathering evidence of measurable improvement or new skills acquisition.

Course assessment therefore includes elements of competency based assessment, collaborative assessment and self assessment.

Summary:
The Vocational SCUBA Course attempts to employ a number of strategies to address the needs of the students and to develop their literacy/numeracy skills, and to make them attractive to potential employers in the dive industry.

The strategies used include:

- Making literacy/numeracy relevant to that which is presently motivating the participants.
- Introducing some negotiation of the curriculum content and assessment procedures.
- Competency based training.
- Integrating literacy/numeracy with vocational outcomes.
- Cooperative learning.

Contact person:
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Projects for progress

– Deborah Bowie is responsible for all aspects of operating the Adult Literacy for Jobseekers course at Mt. Lawley TAFE. However, as of July, she intends to freelance her skills in the educational marketplace, specialising in curriculum and resource development.

At Mt. Lawley TAFE, in Western Australia, the Adult Literacy for Jobseekers course has been successful in developing positive outcomes with long-term unemployed clients. The course is funded under the DEET Special Intervention Program (SIP) and offers clients 15 hours of classes per week, for approximately 13 weeks. Positive outcomes of the course, as delineated by DEET policy, include access to non-subsidised employment and/or further education or training three months after assistance (DEET 1994). On a professional level, positive outcomes of the course are equated with developing clients' literacy-related skills and personal growth, through a process that fosters self-empowerment.

Skills, growth and empowerment

Literacy-related skills developed by clients who have participated in the course include competent use of office technology such as word processors, photocopiers and fax machines; appropriate telephone technique; and an ability to research and communicate information as well as actively participate in formal meetings. Examples of positive personal growth for clients include self-reported increases in self-esteem; observed development of interpersonal skills and a demonstrated ability to creatively solve problems. For some clients, the course may also offer the opportunity to develop their ability to work cooperatively, as part of a team, towards a common goal. This may help them to develop effective communication skills, such as active listening and the ability to express themselves assertively.

These skills are all marketable in the workplace, and essential to participation in further education/training, as well as instrumental in the processes of gaining and maintaining desired employment options. In real terms, developing these skills increases and supports clients' educational and employment opportunities, leading to DEET-approved outcomes and a greater sense of self-empowerment, defined as the concept engendering the belief that there are always alternatives and the right to choose (Hopson & Scally 1981). The development and implementation of the curriculum model "Project Management and Options" within the course has been a major contributing factor in effecting these positive outcomes.

The curriculum model

Briefly, the model reflects contemporary educational trends towards empowering the learner and employing methodologies such as integrated and process learning. The assumption underlying the model is that literacy is an integral part of our personal and vocational lives and therefore it is these aspects of our lives that can provide the ideal learning context.

In essence, "Project Management and Options" is an attempt to address the literacy needs of the long-term unemployed in a holistic way. The model incorporates other factors, besides literacy needs, relevant to the person, such as their interests, environment and aspirations. The following aims, identified through a participatory process involving clients, the central administration of Adult Literacy Services, and myself as course provider and liaison officer, reflect this and provide a clear direction for curriculum structure.

Aims

- To address the specific literacy requirements of each individual client;
- To provide the opportunity for each client to develop their range of vocational skills;
- To facilitate each client's progress towards achieving their own vocational and personal goals,
- To develop each client's ability to conceptualise, plan and carry through to completion ideas and tasks;
- To foster client responsibility and involvement in determining the learning context and process;
- To tap into and build upon the personal resources and skills of each client;
- To establish independent learning strategies and skills within each client;
- To encourage each client to monitor and evaluate their own progress and acknowledge their achievements; and
- To employ and promote a range of learning strategies appropriate for the learner and the context of learning.

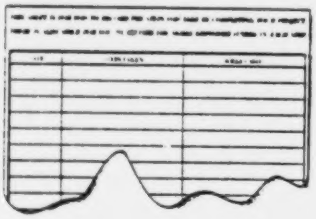
The structure

"Project Management and Options", as a structure to develop individual curriculum, supports these aims by identifying, addressing and evaluating client learning goals within the context of projects undertaken. Projects are defined as self-determined tasks, with either a person or vocational focus, that produce a tangible outcome. Clients usually undertake projects individually, however, the model is flexible enough to be implemented just as effectively with groups.

In consultation with myself, each client or group determines the specific subject, desired outcomes and focus skills of projects. This is achieved by introducing strategies, such as concept maps and visualisation, which can enhance problem-solving ability. Projects that clients have undertaken in the course include obtaining a driver's licence, arranging work experience, organising a group excursion, and writing an information booklet about Australia's indigenous birds of prey.

The support system

In developing each project, a series of simple worksheets help the client and course provider to identify goals; analyse the specific tasks and skills required to achieve those goals; manage time effectively; and evaluate the project in a constructive manner. These worksheets are an important component of the course as they provide the means of structuring and evaluating learning in an individual way, even if clients are working as part of a group. The following figure is an example of Worksheet 3 in the series, on which clients, with assistance if requested, record component tasks undertaken (Steps Taken) and identify the component skills of each task (Skills Used).



"Options" is another part of the support system incorporated into the curriculum model. "Options" are short, intensive units of work or consultation designed to address microskills including specific aspects of language (eg. punctuation), note-taking, form filling, and telephone and interview techniques. These units are ideally designed or chosen to specifically suit the needs of the client and the purpose of the project being completed.

In this process, the course provider facilitates development of microskills by increasing awareness of strengths/weaknesses and alternative solutions to effect development. Where appropriate, the task of producing or resourcing options becomes participatory, as clients are encouraged to become as involved as possible in determining, designing and acting upon learning activities and alternatives.

An example

Last week Dave, whose project involves "getting a full-time job", organised and participated in a mock interview to help him prepare for a real job interview he had been offered. The mock interview idea was one of several alternatives generated by general class discussion, then followed up as an option. Developing the idea as an option involved determining and organising the logistics (who, why, where, how and when) of the mock interview, participating in the mock interview and considering its effectiveness – planning, action and evaluation.

At each stage of organising the mock interview, Dave's input was the essential ingredient for success. For example in the organisation stage, using a concept map and ideas from discussion, Dave examined the range of possible "whos" for the job. He went on to discount people who were inappropriate and prioritised those remaining on the basis of criteria such as experience in the industry and availability.

Further to this, he assumed responsibility for contacting the chosen person to request his cooperation and arrange details of time and place, as well as provide him with some information about his expected role. To help clarify role expectations, David supplied the mock interviews with a photocopied sheet of example interview questions, which he had resourced earlier from the TAFE library.

A postscript to this example: Dave's interview later that week went very well, so well in fact, that Dave has a job and starts work in two weeks time.

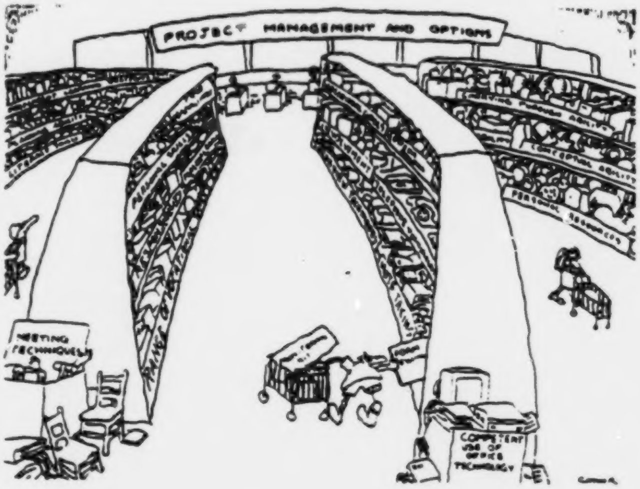
A few last words

The reality of what the course is about, how it operates and what positive outcomes it can achieve ultimately belongs to the clients. In the final analysis, it is their interpretation and assimilation of learning opportunities generated within the course that determines what progress is possible. At a grassroots level, insight into the relative success of the course and the dimensions of positive outcomes can be provided by client evaluations and comments, such as the following (which was kindly provided by Lenard Shaw):

"Firstly, I have found this course to be different to any other I have attended. There is no better way of acquiring literacy skills than to be able to choose your own topic. As I already had a great interest in birds of prey, my first project was to write a booklet describing each of our 33 indigenous birds of prey. Skills required to do such a booklet are reading, writing, spelling, researching, summarising and word processing. These were skills of which I had little or no experience when I began.

I have finish writing my book on birds of prey and am presently typing it onto computer. Somewhere in between I have also written an article for *Stepping Stones Magazine* which is son due to publication.

It has taken some six months to create these articles but I have obtained new skills and a greater self-confidence, both in and out of the classroom. I have found a greater understanding of literacy and my own ability to learn. anything is possible for me now, either further education or simply a wider range of job prospects. At the very least, the choice is now mine."


PROJECT MANAGEMENT AND OPTIONS
CONCEPTUAL ABILITY
PERSONAL RESOURCES
MEETING TECHNIQUES
COMPETENT USE OF OFFICE TECHNOLOGY

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For further information contact
Deborah Bowie on (09) 272 2729, or
write to 10 Grosvenor Road,
Bayswater WA 6053.

Hunter Institute of Technology,
Gosford, NSW

An Integrated Approach to Literacy Programmes

The Deckhand Literacy Course - Get Skilled
18 hours per week for 6 weeks

Rationale:

The Central Coast of NSW consists of a number of small communities that are largely isolated from each other by a series of waterways and national parks. While this area may be an excellent tourist attraction, for the permanent residents who happen to suffer from the disadvantages inherent in low incomes and poor educational levels, the area enforces a cycle of disadvantage - lack of opportunities for permanent employment and an expensive and inadequate public transport system which makes real employment opportunities rare.

For many of the youth of this area, this cycle of disadvantage is quickly established when they leave the school system at an early age with inadequate literacy skills, and an entrenched suspicion of traditional learning environments. Furthermore, a poor self image frequently results in a high level of drug and/or alcohol abuse.

Past government initiatives, targeting this particular group have been less than successful due to this group's general lack of confidence in their own learning ability and their rejection of formal structured training programmes. Clearly a bridge needs to be built between this particular group's vocational training needs and TAFE's delivery of viable training programmes for them.

The Deckhand Literacy course was developed in response to what was considered to be the two greatest educational areas of need for this group:

1. *Access to an appropriate and non threatening training venue.*

A training venue was needed that was non threatening. It was considered that as our waterways were a dominant feature of the area, a marine theme would be appropriate. This would not only allow access to communities situated along the waterways but also through the marine industry, providing a viable opportunity for future employment.

A local and extremely supportive ferry owner negotiated a special rate for the use of the ferry in the 'off season'. The ferry picked up students at particular wharfs at pre arranged times. The ferry itself provided the necessary attributes of a classroom; a quiet room; tables; chairs; and toilets.

2. ***An integrated approach to learning with the emphasis on relevant and informal learning.***

This was a literacy based course with the programme itself acknowledging the learning style of the students through focussing on a completely integrated approach to learning where the course content related back to the main theme of working on a boat.

The General Aim

To introduce the students to successful learning practices related to deckhand skills.

Course Content

Marine Industry Orientation:

Objectives: To give each student an understanding of the many and varied employment areas involved in the marine industry.

Each student was given a roster of duties that involved:

- Customer service;
- Navigation;
- General engine maintenance;
- General deckhand duties;
- Radio watch.

Students not only developed a good understanding of the complexity of running a ferry, but could relate these different areas of employment to the larger marine industry.

Industry Visits

- Maritime Museum
- Slipways
- Tug Boats

Rope Skills:

Objective: To develop co-ordination and provide a general focussing exercise for students.

- Throwing ropes onto pylons.
- Learning to tie particular seamen knots.

Marine Log Books

Objective 1: To improve literacy skills through familiarisation of relevant language.

Objective 2: To develop numeracy skills through tide calculations, compass orientation, reading maps and charts.

A variety of log books were kept by the students.

- Students were given a Record of Service Book through the Maritime Service Board. In this book all their sea times had to be logged on and authorised by the Captain.
- Sea journals were used to record daily weather reports, general information, tides, and roster duty details.
- Radio messages were logged in accordance with procedures set down in the Restricted Radio Licence Instruction Book.

Restricted Radio Licence

Objective: To develop appropriate and responsible communication practices.

Material for the Radio Licence formed the main basis of the literacy component of the course. It also provided the opportunity for the student to acquire a recognised technical qualification. Furthermore, the Radio Licence provided the opportunity for the students to consider safety issues and the need for responsible and accountable action.

Conclusion

This course proved to be extremely successful. Despite the students being representative of the most difficult student group (with the characteristic low self esteem, limited literacy skills, drug and alcohol abuse, poor employment history), there was 100% attendance, with the students behaving in an exemplary manner throughout the course. Through integrating formal literacy lessons with real 'hands on' experiences, the programme offered learning opportunities that were both relevant and achievable.

Kerrie Bowtell,
Course Coordinator,
Hunter Institute of Technology.
Ph. 043 48 2222

Vocational Basic Education for Koories in Bairnsdale

The East Gippsland Aboriginal Cooperative and the Bairnsdale Adult Community Education are located nearby in Dalmaboy Street, Bairnsdale. In this article, Jenny Pound, the Basic Education Coordinator at BACE describes vocational literacy provision that has been delivered at the Co-op and shares some observations drawn from this experience.

Horticulture group. Tutor: Andrea Savage, Photograph reprinted with the kind permission of Bairnsdale Advertiser.

The East Gippsland Aboriginal Cooperative and Bairnsdale Adult Community Education have been cooperating to provide vocational literacy opportunities for Koories in the area. After a few unsuccessful attempts to establish freestanding "basic" education groups, it was realised that another approach was required and so we began to build the training around existing groups, all of which are primarily work-based.

To date, the courses have been:

- **Basic Welding** (literacy and numeracy support) This course involved 24 hours of practical experience with 8 hours theoretical support. Funded by ACFE.
- **Horticulture** (thematic literacy, numeracy and oracy)

  Specific pre-employment skills with a "hands-on" emphasis. All literacy and numeracy activities were built into the practical aspects.
- **Tutor training**

  To enable working Koories to deal with and develop literacy and numeracy skills with others they make contact with through their work.
- **Reading, Writing, Maths and Cars** (held at Lake Tyers)

  Pre-employment skill development for and knowledge of the automotive industry.

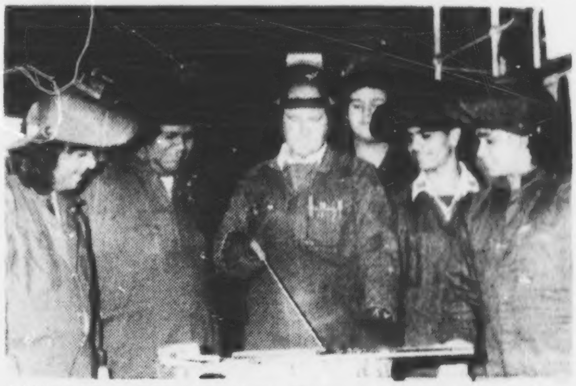
The role of literacy has been purely vocationally based as theoretical support with no skills developed in isolation. In each situation we have attempted to draw out competencies that satisfy elements of the Certificate of General Education for Adults (CGEA). We aim to keep records at the Co-op to gradually achieve statements of attainment and so integrate short-term courses into long-term aims and objectives.

The Co-op is used as the preferred venue as it is a social comfort zone that ensures an increased personal ownership of learning while providing a model for non-participants.

As a practitioner, it has become evident that may of our learning processes and much of our learning materials have an in-built cultural bias that is almost impossible for practitioners from the dominant culture to identify. It is also evident that short-term courses containing short work modules are the most appropriate for the majority of commonly occurring educational profiles.

We are still establishing a solid foundation for vocational literacy but feel very strongly that all learning should be integrated with practical courses. Language development must occur in a social context as well as a vocational one. For Koories who have been disadvantaged in mainstream education, it is imperative that social and personal skills are given the emphasis of the vocational education.

Contact : Jenny Pound, Bairnsdale Adult Community Education, Dalmaboy Street, Bairnsdale. Ph. 051 52 2899



Welding Group. Tutor: Max Curtis. Photograph reprinted with kind permission of Bairnsdale Advertiser.

Preston Reservoir Adult Community Education

Youth Landscape/Literacy Project

Project Brief

Project Coordinators:	Robyn Logan (PRACE)	Ph. 03 9471 1380
	Phil Duffey (YRC), Preston)	Ph. 03 9470 2222
Funded by:	ACFE & DEET	
Course Length:	20 weeks	

Target Group

This project targets young unemployed people who left school early and/or have literacy and numeracy needs. This includes young offenders and intellectually disabled clients.

Participants will all have literacy needs, ranging from those who can't read or write much more than their name and address to those who are attempting more extended texts or are interested in going on to further vocational training but don't have the language skills.

Objectives

- to teach participants the skills necessary to plan, design and landscape the area surrounding the Preston Youth Resource Centre
- to teach participants the skills necessary to plan, design and build a BBQ and gazebo
- to significantly improve the literacy and numeracy skills of participants
- to teach participants communication, interpersonal and decision making skills
- to provide participants with a greater range of future training/employment pathways
- to provide participants with credentials under the Certificate of General Education

Rationale for an integrated program

The Preston Youth Resource Centre and Preston Reservoir Adult Community Education have worked together to provide a program for young people that integrates the learning of literacy and numeracy with practical skills ie. landscaping, horticulture and building.

1. Experience shows that youth literacy programs tend to have high attrition rates. This is probably because despite tutors' efforts to make the content interesting and relevant, a classroom, books and a teacher are all too similar to the system that has failed to meet these students' needs in the first place. Placing the program partly outdoors provides students with **an exciting and contextualised environment in which to learn.**

2. The connection between literacy and increased employment prospects is weakened by the general lack of employment opportunities for young unskilled people. Teaching students a practical, marketable skill **increases their employment prospects.**

3. Literacy and numeracy are best learnt and retained in some meaningful context. **An integrated literacy/vocational program is educationally sound.**

4. Success and improvement from short term literacy courses can be minimal and students' self esteem is often low or damaged from previous learning experiences. A visible, tangible outcome (garden, gazebo) at the end of a 20 week course **provides students with the opportunity to achieve success.**

Enrolment process

Prospective students will be interviewed to determine their suitability for the course.

The interview will include:

some discussion of courses already completed
future career or training options
a literacy assessment **(this is not conducted like a test!)**
course requirements and starting dates

Flexible Delivery of Award Courses

Anangu Pitjantjatjara Lands Program in Remote Communities

Computer Based Learning

The interactive computer based literacy and numeracy program provides a flexible and exciting tool which complements other delivery methods of literacy education used in the Anangu Pitjantjatjara (AP) Lands Program, such as an accredited pre vocational courses and a non-computer basic literacy program.

Student Profile

- People with inadequate English language, literacy and numeracy skills.
- People who have English as a second language.
- Aboriginal people who maintain their traditional culture.
- People of the communities and homelands in the remote north-west of South Australia.

Education Objectives

- Flexible delivery of courses to foster improved access to training.
- Provision of preparatory education in literacy and numeracy.
- Entry level training which has employment and further eduction outcomes.

Training Needs and Expected Outcomes

Members of the target group of local young people are unemployed or employed part-time on community work programs. Educational level are low. English literacy and numeracy levels are grade 3 primary on average. The target group requires training to gain employment and further education to deliver services to their own communities.

Training will prepare students for employment and further accredited training.

Delivery Systems

A variety of computer based methods are used to facilitate learning English literacy. Two examples follow. The innovative use of speech technology and interesting subject matter in computer software, coupled with an advanced medium, which can be used independently and with flexibility, is of great significance to our adult participants.

Principle of the Alphabet Literacy System (PALS)

PALS is a structured phonemic approach, aimed at students with low literacy levels, which use an interactive computer system for delivery. It was developed in the USA.

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Elsewhere, it has been used extensively with migrant adults in a highly structured context. The AP Lands Program was the first to use it in a traditional Aboriginal environment in Australia and it was found that delivery required adaption to fit local conditions. The structured approach was abandoned in favour of open learning, focusing on the 'work journal' phase of the system.

After initial orientation and familiarisation with the computer system, students are generally able to work independently, with the lecturer providing support as problems are encountered. This flexibility enables some students to complete the work journal phase within a few weeks, whilst others take a full term (about 10 weeks). This flexible delivery system caters for students' differing literacy levels, work commitments and cultural obligations. It encourages student to become independent learners, a key priority of our program.

Learning Literacy through the Pipalyatjara Computer/Media Centre

Prior to first contact with Europeans in the early 1930s, the Pitjantjatjara people of the Great Victoria Desert of central Australia lived a traditional lifestyle that had evolved into a highly sophisticated culture in which social and cultural knowledge was transmitted through oral history (song, dance, sand drawings, etc). Having been thrust from a pre-literate culture into the space age, very low levels of English literacy are a major constraint on successfully carrying out the complex operation of contemporary life.

At Pipalyatjara attempts to get people writing with 'pen and paper' were not very successful. The introduction of computers, however, has provided a great source of motivation which has in turn assisted in getting people to see English literacy as being a worthwhile pursuit.

The literacy program is based in a computer/media centre. Using computers has provided a strong medium to dramatically increase the amount of English-based text around the community. (For example, community magazine, information bulletins, book production and general literature of interest to the community.) This 'flooding' of the community with high interest, local content is contributing to creating a perceived need or desire to learn to read and write English. It is the students using the computers who create the bulk of the literature that goes into the community.

The program uses educational computer programs that focus on the development of basic phonics skills. Other positive features of using computers for learning literacy include the fact that the presentation of the students' work is much more sophisticated and this pleases them. They also appreciate the fact that it is very easy to make changes and corrections to their work without having to make lengthy rewrites.

Computer Based Learning has been a successful component of the AP Lands Program in English literacy and numeracy for adult Aboriginal Australians and we will continue to develop and use this medium of education.

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Susan Sim

LITERACY ON THE FRINGE

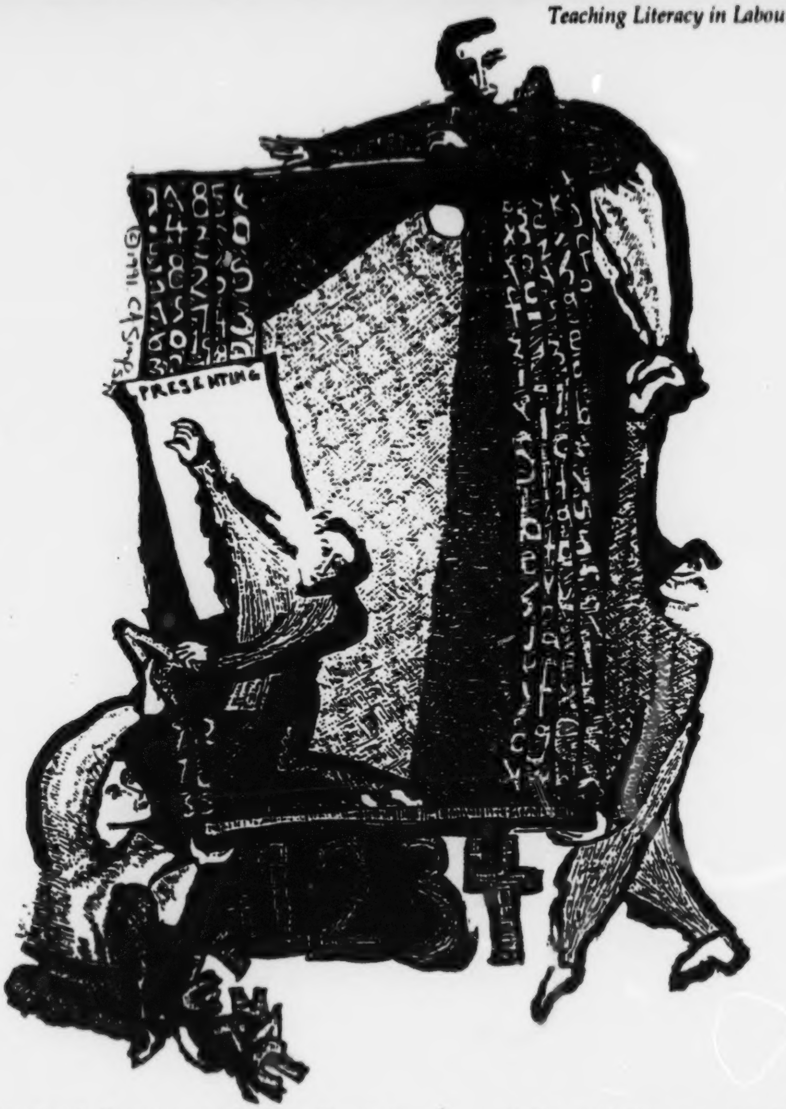
"As healthy, well developed, well educated, contributing members of a community, teenagers were becoming an endangered species. Their predators were anything from drugs and alcohol and encounters with the law to challenging authority, loss of goals and the loss of basic skills required and gained through regularly attending an education institution in the most vital developing phase of their lives. One of the greatest predators was truancy. Without the disciplines and framework set up during their school years teenagers have a slim change of surviving as contributing members of a community. All the street wisdom, spunk and courage would still never compensate for basic literacy, numeracy and discipline. They would survive, but as a lower life form - a 'user' as opposed to a 'contributor'." (Gwen Daly *Lunatic Fringe* A Report on HELP Program, 1990)

I read the above comments after receiving several calls and visits from teachers working on literacy programs with teenagers. It raises some of the issues which many of these teachers referred to in their search for ideas and resources which might help to motivate the young people they worked with. Many of these programs are funded by HELP (Helping Early Leavers Program). HELP funds are offered through the Office of School Education and Youth Affairs for short term literacy and numeracy programs. They target early school leavers and teenagers at risk of leaving school early. Various organisations are invited to apply for the funding and demonstrate how the courses they want to offer fit into the HELP framework.

I could find minimal resources and no research documenting literacy programs for teenagers. Although we associate teenagers and education with the secondary school system, the issues broaden once they leave school and it's not uncommon for early leavers to attend adult literacy classes. Yet the message coming from teachers working on these programs is that the approaches used in adult literacy education aren't as effective with the adolescent group. The following article is the result of many attempts to find out more about these programs. It's also the beginning of a record of examples of successful strategies used with teenagers in literacy programs.

Debbie Jeffrey is a teacher on a HELP program running in Menai. The program has been funded to run ten eight-week (ten hour) courses over 12 months. Programs are required to run at a cost of less than $7 per participant hours therefore successfully funded programs need to maintain a certain level of enrolments. This explains the need for short term programs. For many of the students, their participation in these programs is not entirely voluntary. They've had the push from the family; the refuge if they're required to do something during the day; or the CES has recommended it. Some kids are really keen and do want to be there but because they're in that adolescent period of their life, they hesitate and hold back. They come with ideas that it will be like school even though they're told it's different.

Debbie Jeffrey described her experience: "We've tried to take a holistic approach. Our program is mainly a living and work skills program but we also try and do some sport. We're based at a Police Distance Youth Club and at lunch time the guy from the weight room will take the kids down. So we'll try and do a variety of things like maybe an hour of budgeting in the morning and then some relaxing. They like things that don't take too long. It's got to be quick and if something's not working then we've got to be ready to throw it out. We'll invite guest speakers in or go out somewhere. We've found that works fairly well.



I teach adult groups and I'll go through the group work process trying to establish rules and expectations for the group. With the kids, they sit and don't say anything. You've really got to prompt them. I've printed group rules on cardboard and thrown them round the table and said 'These are some of my ideas, let's talk about them.'

The kids bring a whole lot of history with them to the course. Some are more worried about what's going on at home or their accommodation situation. But generally we find that the kids get something out of it and bond. But I feel we could be doing something different. We know that we're not going to make a whole lot of difference to their literacy and numeracy in eight weeks. We aim to make them feel a little bit better about themselves. At the end they seem a little bit happier and a little bit more motivated. We try and have them go on to something and we lose a few kids along the way. They really like the idea of having something on paper at the end. We provide a certificate and a reference at the end. Some of them haven't finished school and this gives them an opportunity to finish something. They're a bit afraid they're going to fail again but no one fails our courses. They couldn't cope with failing something else. So we make sure they have success fairly quickly at something."

Lunatic Fringe a rock musical about teenagers, was funded in part by HELP. It was researched and compiled by members of the Adolescent Support Program at Manly Youth Council. Gwen Daley managed the project and the script and

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music were written by Phil Sumner and Michael Mildren. Unlike most HELP programs, *Lunatic Fringe* was able to run over 12 months due to additional funding from the Manly Municipal Council, Manly Youth Council, Ministry of Family and Community Services, Manly Drug and Counselling Centre and Warringah Music Festival.

The first ten weeks of the program involved brainstorming issues relevant to this group of teenagers. These scripts were later refined to provide ideas for the final script of the musical. At the end of the first ten weeks, the class (then known as the Rock Opera Scriptwriting Group) were taken away on a weekend retreat based on team building, interpersonal relationships, scriptwriting and setting long and short term goals for the project. The aim of the weekend was to break down further barriers to learning and enhance the group's dynamic and support for each other.

Once the group was established, Gwen invited a professional writer, performer and musician to workshop with the group to produce the raw material for the rock musical. The literacy activities revolved around their goal of writing and learning their script. Initially the group had to write anything. Some wrote personal diaries, some wrote poetry. The final script, however was written by the script writer. It was important that the final product was good. The esteem of the group was low to begin with so they needed to have confidence in the script they were to perform. Gwen stressed the importance of bringing in professionals in these kinds of areas because of the need to guarantee an experience of success.

Numeracy was covered by the group's responsibility to raise funds and budget for the production. They kept records for expenditure on things like props and costume production. The group had to raise money for the production costs of the musical so extra care was taken to get the best quote for whatever service was needed.

Gwen has documented the process of working with this group of teenagers and producing the rock musical. She writes honestly and with humour about the successes and drawbacks they experienced along the way. More importantly she describes some of the strategies she developed to ensure a successful working and learning experience with the group. For example, individual contracts were negotiated so that there was something to be gained and lost according to how the contract was maintained. The goals had to be realistic, so a contract might involve writing about a particular topic such as truancy as well as going to school at least twice a week. If the contract was successfully completed, they would be rewarded materially with something like food or drink voucher donated by McDonalds. If the contract was broken then the penalty was determined by the group. There was always the opportunity to earn another chance.

Lunatic Fringe was performed in front of nearly 2,500 people.

"For the writers, stage crew and performers involved, it was a chance to be heard 'in their own language', on behalf of the 2,500-3,00 young people of Manly Warringah. It proved that teachers, school, reading, writing, negotiating, being consistent and persistent and 'talking it out' was a worthwhile alternative to consider."

My contact with Gwen Daly and her project has inspired me to look at the issue of teenagers and literacy in more detail. It's an area which is high on the government's agenda though there's little support and information regarding effective approaches and programs. Gwen's approach was particularly creative and worked within her framework of operations because she had regular contact with the teenagers and she had a strong background in theatre. Her project does provide a starting point for ideas and strategies on working with teenagers and literacy. ■

Literacy Broadsheet, ALIO

DERBY SKILLSHARE, WA

Background

Derby SkillShare has been operating since July 1992. The SkillShare project has attempted to fill an educational/training vacuum for a town of 5000-6000 people which had only a smattering of TAFE night classes and some courses transmitted by the video conferencing facilities of the WALINK Centre. As is the case with all SkillShares, the target group for the project was disadvantaged unemployed people. The difference in Derby, due to its setting in the Kimberley region of WA, was that 70% of these were Aboriginal, ranging from people living very successfully within mainstream Australian culture to people who had successfully maintained their traditional cultural ways despite the clashes often experienced with the educational, religious and bureaucratic demands of Australian society.

When the first funding grant was provided by DEET for Derby SkillShare, $15,000 was allocated for literacy, and a program was developed to meet the diverse needs of the target group.

The Labour Market Literacy Program

Comparing the program with others observed in a number of institutions, there are some significant differences. Due to the small size of the project and the outlook of the project manager, the literacy program was integrated into the rest of SkillShare's activities. The tutor's office/classroom/interview room was a few steps from the manager's office and the same distance from a well-equipped computer room. This avoided the marginalised, remedial feel that so many literacy programs suffer from when segregated from other activities. The participants in the literacy program had access to the computers much of the time and they worked side-by-side with others who had come in to catch up with new technology or produce résumés and applications.

When the number of students attending was low, the tutor was involved in other activities as well, not only helping the open access clients, but teaching in other classes as required and interviewing applicants for all our structured courses. In this way the tutor was able to explore the possibility of literacy support with a larger client group.

By the end of the first six months, the project manager was convinced that literacy was the cornerstone of the other vocationally oriented programs and the program was funded to run full time.

Delivery Structure

There were seldom any formal literacy classes. Most of the participants either came from or went to other courses that were available at the centre.

The underlying philosophy of the tutor was: "If you want to do something better, you have to do lots of it." Each person negotiated which activities they undertake from a smorgasbord available each day; activities that would provide opportunities to read, write and talk about information that interested them. Opportunities for group work were also acted upon by the tutor. Library visits, word processing sessions, job search skills and calculator use were areas which were often handled in a group.

Computers have always been the centre of the program unless the participant was entirely uncomfortable with using them. Most love their computer time, using it to learn to type, to write stories, to play literacy games like "Spell It Plus", "Maths Blaster", and "Speed Reader", or produce letters and résumés. Since mid-93, when the centre obtained Windows for our IBM system, Word for Windows is used for word processing. This program allows even those with no schooling to use the computer fairly independently as icons provide visual methods of control without a lot of reading. Computer use made a truly flexible program possible. While some participants used the computer, the tutor had the chance to do one-to-one work with others.

Stepping Stones, a quarterly magazine of adult literacy student's writing is the chief motivation for most of our longer term writing activities. *Stepping Stones'* promise to publish almost everything adult literacy learners wanted to submit was an incentive that even the most reluctant writers could not resist, especially after a few sessions of browsing through past magazines. By its content, *Stepping Stones* gave validity to adults writing about homely things in simple language while at the same time being a forum for those who wanted to write at length about issues of wider interest.

The only *class* that has been sustained (for almost two years now) was a Driver's Education class twice a week. Most of the applicants for SkillShare activities do not have a licence and many find the multiple choice test administered in the waiting room of the local Police Station daunting at best or impossible at worst. Based on the booklets produced by WA Adult Literacy Services Bureau, a system was developed that allows learner drivers to start the class whenever they wish to and leave on gaining their learner's permit. The class caters for everyone, from people who need to learn to read road signs and will take the test orally right through to those whose language/literacy insecurities prompt them to seek a book of help to learn the rules contained within the 120 page "Drive Safe" book before tackling the test.

Creating Options

It was difficult to meet the needs of people with little or no schooling (about 1 in 10 of our region's population) under the system of individually negotiated programs until the tutor discovered the *Read For Sure* system. Previously, the whole language approach of recording experience and reading the resultant text together was used. This approach relied on Aboriginal learners being willing to make mistakes and be constantly corrected. The *Read For Sure* system provides support in the form of alphabet charts, marked vowels and graded reading cards which allow the learner to correct themselves. While many literacy practitioners frown on the *Read For Sure* system developed in WA by Dr. Julia Solomon because it is based on phonics and sound blending,, it was found that adults using it could read text within hours of being introduced to it. Some of these had spent up to seven years religiously attending church literacy classes without actually being able to read text. The *Read For Sure* system is now used along with a mix of computer, whole language type activities, and life skills such as banking, reading road signs and safety signs etc.

The basic philosophy was to use the toolbox approach in choosing methodology as espoused by Professor Terry Threadgold from Monash University at the 1994 VALBEC conference. She argued that the various opposing theories about literacy development are all resources that we should use critically rather than committing ourselves to any one exclusively. We can then choose the methods that work in a particular situation, changing tools as needed.

So, is Derby SkillShare different? That is a difficult question. We believe that not all literacy programs enjoy the high profile and acceptance that this one does. Many programs run on the singular intake model with participants doing the same thing, at the same time, for the same length of time. That model fails here - the needs are too diverse among too small a client base. Of 25 clients assessed for the SIP program in 1993, not one of them went into a Special Intervention Program Literacy class, not because DEET refused to fund the classes but because there was never the 5-6 people with close enough to the same needs at the same time to put into a class 10 weeks long.

Developing Staff Expertise

In the last 12 months, the literacy program has been extended so that activities and events are not dependent on the one tutor. With Special Intervention Program funding in 1994 the Driver Education program was handed over to a part time tutor. Other tutors who have joined the staff were selected on their perceived ability to cope with allowing learners freedom of choice and all the messiness this can entail.

Curriculum Developments

Derby SkillShare was registered late in 1994 to deliver the Certificates of General Education for Adults (CGEA). While it will not replace all the student led/student centred activity in the programs, it was welcomed as an assessment tool for students who wish to gain a formal qualification. The curriculum should widen our horizons, overcoming a limitation of negotiating curriculum, which is that learners often are not aware of the full range of skills they might need. (Not that the CGEA covers the full range of skills but it covers a core of competencies that are valuable to most learners.)

The staff at Derby SkillShare are also excited about another new direction. Paul Kearney, delivered a three day workshop in Derby on enterprise training methods. Using his model of enterprise briefs, participants can negotiate to undertake projects in line with their interests and learning goals that are real. They can make real money or improve their lives in meaningful ways.

Both the CGEA and enterprise curricula are a bit scary for staff at the moment. They are excited by it but are not quite sure how to go about it. Despite this, they have made a start and it should snowball as they gain experience.

Contact Person:
Cheryl Wiltshire, *Literacy Program Coordinator Derby SkillShare* -
Tel: 091 93 1008
Fax:: 091 93 1344

South West Regional College of TAFE
Bunbury WA

Jobtrain Riggers Course

The Labour Market Unit ran a Jobtrain Riggers Course. It became apparent that some of the participants were experiencing difficulty with the mathematical component of this course. Their lecturer was concerned that this would prevent them from obtaining their certificate despite being competent in other areas.

The labour market manager requested assistance from the Literacy Unit. This resulted in the maths requirements being analysed and a specific course providing concurrent support designed. Tailoring the maths course to meet client and course requirements was a break away from the traditional teaching approach. It proved to be successful.

The course was able to continue without interruption whilst those participants who needed assistance to achieve the maths component were given the opportunity to attend the 10 hour workshop.

All the participants passed the Riggers Course. The pass rate would have been much lower without the assistance of the Literacy Unit.

Contact:
Eleanor Kruger,
SIP Literacy Officer,
Labour Market Unit,
South West Regional College,
P.O. Box 1224,
BUNBURY, WA 6230

Ph. 097 21 4455
Fax: 097 91 1405

A sample Enterprise Brief from *"Training Through Enterprise"* by Paul Kearney, published by Artemis Publishing Consultants, Hobart, Tas. 7000

FOR FREE

The Focus

This sample would be particularly useful in providing experience for courses designed to help people find work particularly those who have been out of work for a significant time. It is also relevant to youth access programs and related courses.

The Brief

Your group has five one-hour sessions and four two-hour sessions and your free time over the next three weeks plus the resources listed below to complete the enterprise. You must make all the decisions and negotiate to get help if necessary. If you want or believe you need to change any part of this Enterprise Brief discuss it with your trainer.

The Enterprise

Your main task is to research, produce and market a small pamphlet (or audio cassette) containing information on the things that you can do for free in your local community and the free government and community services available to you.

- The free things you can do should include information on such areas as entertainment, cultural and recreational.
- Free government and community services should include information on such areas as financial assistance, concession rates, advisory and counselling services and welfare provisions. What does the local council provide for free?
- The information will need to focus on what is for free, where it is, when it is and how to obtain it.
- Once you have decided what information to include and produce a good draft including the graphics if you want to use them. You have the choice of four ways to market and fund the pamphlet
  1. use only the cash grant provided and distribute as many copies as you can
  2. seek additional funds through advertising and sponsorship to allow for a wider distribution
  3. sell the final draft copy to business and other organisations so that they can publish it as a free brochure to their customers as part of their public relations program. Perhaps a rock music station would be interested in assisting to reach young people
  4. organise a joint venture with a local organisation involved in the area of helping people on low incomes such as Salvation Army or service clubs.
- Each of these methods will affect who gets the pamphlet, how it will be produced and who will do the work required. One of your main objectives is to have the pamphlet distributed as broadly as possible and at no charge to the final users. This means if you set out to make a profit or recover the costs you will need to go into partnership with other organisations or sell the pamphlet

to organisations such as the local council, neighbourhood centres, clinics, youth agencies, training centres, etc. Members of your course should receive a free copy.

- As far as money is concerned you are required to
  - work out a budget and work from it
  - keep accurate financial records, receipts, invoices and so on - and be able to explain your accounts to your colleagues
  - return any unspent money
  - pay back the Centre the cash grant
  - negotiate what happens to the profit or loss with the trainer and others
- If you decide to try to make a profit or recover costs, you must first repay the Centre the cash grant before allocating the profit which also needs to be done by negotiation.

The Resources

To achieve your brief, you have the following resources

- Access to a word processor by negotiation
- Camera and film
- $80 ($...) cash grant for materials and expenses
- Centre resources and facilities by negotiation.

The Outcomes Presentation

On completion, you are required to conduct a 20 (......) minutes Outcomes Presentation demonstrating to your colleagues and others what you have done and what you have learnt. You will need to cover most of the following points

a What you did, what happened and why.
b How you made decisions and how you organised yourselves.
c How you organised your time and resources, particularly the money side.
d What you would do differently next time.
e What you have learned that will help you in the future.

Try to make your presentation interesting and entertaining. For example you could start with a mock T.V. commercial, promoting your product or service.

The Enterprise Team

Participants' Names

•	•
•	•

The Timetable

Date/Time	Date/Time
•	•
•	•
•	•

Notes on Changes Made

FOR FREE

TRAINERS' NOTES

Recommendations

- As it is described this brief is reasonably demanding. It can be simplified and shortened in ways suggested in the first two Variations below.
- The brief can borrow ideas from or operate in conjunction with a number of other sample briefs including All in a Day, In-House Market, Personal Budget Service and especially Less Cash.

Debriefing

Debriefing can focus on the enterprise process (how the trainees carried out the brief) and course content (concepts/skills specifically related to the course).

The Brief

'The Outcomes' points *a*, *b*, *c* and *d* and the Outcomes Presentation can provide a focus and catalyst for debriefing. The question, "Who did all the work?", is also a good prompt for discussion.

The Content

'The Outcomes' point *e* can be a standard stimulus for debriefing the content. The following points relate to some of the courses for which the brief is used

- the quality and value of the product
- researching and presenting information
- funding method
- marketing and distribution
- working in partnership
- making better use of free facilities and services.

Variations

- Brief requires the pamphlet to concentrate on either the things you can do for free or free government and community services.
- Reduce the choice in funding and marketing to methods which include working with outside organisations or enlisting their resources and finances.
- Trainees present their information in a series of small display posters, each covering a specific facility or service.
- Require trainees to make a profit.
- The information is presented in the form of an audio cassette.

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teaching literacy in

LABOUR MARKET PROGRAMS

Section 3: Additional Resources

Additional Resources

This section is by no means an exhaustive list of resources. However, the contents are:

- **General Resources for Labour Market Programs**
  Existing resources specific to teaching language, literacy and numeracy in a Labour Market context.
- **State Journals on Youth Affairs**
  The Youth Affairs Councils in each state produce a journal on youth issues providing to date information on support services, resources, programs and issues concerning young people.
- **Professional Development Programs**
  Relevant professional development programs being developed nationally and in each state.
- **ALBE Journals and Periodicals**
  National and state journals and periodicals recognised as complementary to the professional and practical development of teachers working in the language, literacy and numeracy field.
- **Newsletters**
  A collection of newsletters which are specific to each state. These newsletters relate to good practice, professional development and support networks.
- **National Resource Centres and Clearinghouses**
  The three National Resource Centres and Clearinghouses hold a collection of materials, information and resources which support Adult Literacy and Basic Education programs and personnel.
- **State Resource and Information Centres**
  State based resource and information centres, provide up to date information and resources to support adult language, literacy and numeracy programs, teachers, clients and organisations.
- **The National Network**
  NLLIA (The National Language and Literacy Institute of Australia) have a state-based national research network. Listed is each state node and their research focus
- **Bibliography**

The information in each box contains the biographical details which will enable you to search for, or order, the resource in your library. There is also a telephone number if wish to purchase the journals and periodicals for yourself. Each resource has an abstract giving a brief summary of its contents.

General Resources for Labour Market Programs

Resource 1

Toolkit for Trainers: a workbook of practical ideas for effective presentations (This professional development program is due for distribution nationally in 1995.)
For further details contact the National Staff Development Committee, P.O. Box 42, CHADSTONE, Vic. 3148. Telephone: 03 9564 1814

ABSTRACT
This is a workbook created *by* trainers in labour market programs *for* trainers in labour market programs. It provides a toolkit of practical "on the job" strategies and techniques for teachers to work effectively in labour market programs .

Resource 2

Teaching and Learning Strategies, Staff Training and Development Division, NSW TAFE Commission, P.O. Box 5215, WEST CHATSWOOD, NSW 2067.
Gaele Adamson, Tel: 02 413 0800

Teaching and Learning Strategies is a training program developed to assist teachers to meet the challenges they face in delivering innovative and creative educational programs. The program is designed to empower teachers with further knowledge and skills to assist students in becoming successful learners and to be responsible for their own learning. The program looks at new ways of meeting student needs and provides new and practical strategies for the delivery of lesson content.

Resource 3

Practical Ideas for Classroom Management: a guide to teaching young people in TAFE, NSW TAFE Commission (1994) Basic Work Skills Training Division, South Western Sydney Institute of TAFE, REDFERN, NSW 2016

ABSTRACT
This book is designed for any teachers of young people new to specially funded programs such as labour market programs, to help with practical ideas for the classroom.

Resource 4

Working Together, NSW TAFE Foundation Studies Training Division, Workplace Education Programs (1995) Module 1: Language, Culture and Assessment, and Module 2: Speaking, Reading, Writing and Maths
Contact: Vic Margan, 6-8 Holden St., ASHFIELD, NSW
Telephone: 02 716 3666

ABSTRACT
Working Together is designed to provide vocational teachers with strategies that recognise the relevance of language, literacy and numeracy in the teaching of vocational subjects. These strategies are intended to form part of the skills vocational teachers bring to the teaching process.

Resource 5

The Reading Writing Roadshow
The Reading Writing Roadshow is an ABC/NSW TAFE package designed for adults to improve their reading and writing skills at home. It consists of a TV series, a workbook and a telephone service.

There are 20 episodes in the **TV series** and each one looks at an everyday activity that can be difficult if you have problems with reading and writing.

The **workbook** has the same name as the TV show and accompanies the program. It is designed to help participants practice the content of each episode. It costs $12.95 and is available from large bookshops and supermarkets. You can order from the hotline.

The **Hotline** is the third part of the package and is a telephone service. This service is manned by teachers who are able to answer questions and help with the exercises in the workbook. Information is also available on classes for Reading and Writing for adults, tutors and correspondence courses. The hotline toll free number is **1-800 02 1184**.

Resource 6

Training Through Enterprise, Kearney, P. (1991), A practical introduction using Enterprise Briefs, Artemis Publishing Consultants, HOBART, Tas.

ABSTRACT
Training Through Enterprise is a resource book for those involved in training for employment and self-employment. It uses a 'training through enterprise' approach which is a positive and practical way of training. The book outlines the principles and features of enterprise training and introduces the concept of enterprise briefs. Enterprise briefs are ready-to-use samples of action based projects which have practical applications and develop skills.

Resource 7

Negotiating Learning in Adult Basic Education, Adult Literacy Information Office, the University of Technology, Sydney and Summer Hill Films (1992) Summer Hill Films, 5th Floor, 136 Chalmers Street, SURRY HILLS, NSW 2010

ABSTRACT

Negotiating Learning in Adult Basic Education is a trigger resource, i.e. it is designed to encourage discussion rather than answer all the questions. In short segments, it introduces three aspects of negotiation:

- the nature and process of negotiating learning
- negotiating learning within a set curriculum
- achieving individual goals.

It is designed to be used in a tutor-training course but it could also be effective as part of a professional development session. Part 3 of the video could also be of interest to adult literacy and basic education students.

For a full review, see ARIS Bulletin, Dec. 1992, Vol. 3, No. 4, pp. 8 - 9.

Resource 8

Cooperative Learning Techniques for Training and Education ,Kearney, P. (1993), Artemis Publishing Consultants, HOBART, Tas. 7000

ABSTRACT

This book outlines the research that supports cooperative learning, the essential ingredients involved and the various techniques possible in implementing it as a teaching methodology. This information is supported by practical trainer's notes.

Resource 9

Collaborative Assessment Techniques for Competency Based Training and Enterprise Learning, Kearney, P. (1992), Artemis Publishing Consultants, HOBART, Tas. 7000

ABSTRACT

This document examines collaborative assessment which enables the trainees to play an active and prominent role in their own assessment. This is a form of assessment which supports Competency Based Training and Enterprise Learning. The content includes advantages, information, processes and formats for collaborative assessment.

Resource 10

Literacy for the Labour Market: An investigation of literacy competences required for effective participation in labour market programs (1993), (Project Report) Department of Employment, Education and Training, Canberra
Source: ALBE Resources Unit: Tasmania. (Publication anticipated 1995)
Available for loan from ALBE Resources Unit

ABSTRACT
This report identifies and describes the literacy skills which participants require in order to participate effectively in labour market programs. It also prepares guidelines for CES officers about literacy development and the demands of different courses that can be used to assist CES officers, and others, when writing specifications of labour market programs.

Resource 11

Numeracy on the Line: Language Based Numeracy Activities for Adults, Marr, B., Anderson, C. and Tout, D. (1994), National Automotive Industry Training Board, Doncaster, Victoria 3108

ABSTRACT
A resource prepared for trainers and workers in the automotive industry, with applicability to a wide range of workplaces. The package addresses trainers with workplace backgrounds. It is divided into 8 sections which include topics such as calculations, percentages, decimals, and charts and graphs. Each of these sections is supported by trainer's notes, activity sheets and practice sheets.

Resource 12

Course in Planning for Employment and Training (1994), (Curriculum and Resource Package), Northern Metropolitan College of TAFE, Melbourne

ABSTRACT
The curriculum describes a short program designed to assist labour market clients to pursue vocational education or employment. It addresses issues such as personal development, study skills, and employment related training It is supported by a teacher's resource folder that includes a range of teaching strategies.

Resource 13

Literacy on the Line, Bee, B. (1992), NSW Adult Literacy and Numeracy Council, P.O. Box 273, ALEXANDRIA, NSW 2015

ABSTRACT
An analytical account of four workplace literacy programs conducted at worksites.

State Journals on Youth Affairs

Western Australia

TITLE:	*News Bulletin* A journal of the Youth Affairs Council of WA.
PUBLISHER:	Youth Affairs Council of WA, Unit 7 Wellington Fair, 4 Lord Street PERTH, WA 6000 Tel: 09 221 4483
FREQUENCY:	Quarterly
ABSTRACT:	Where possible, this journal is theme based on issues and policies relating to young people. The *News Bulletin* publishes articles on youth issues from people across the spectrum from academia to youth workers, to young people. A monthly mailout accompanies the journal detailing current events, issues, publications and workshops .

Victoria

TITLE:	*Youth Issues Forum* A journal of the Youth Affairs Council of Victoria, Inc.
PUBLISHER:	Youth Affairs Council of Victoria, Suite 1, 250 Gore Street, FITZROY, Vic. 3065 Tel: 03 9419 9122
FREQUENCY:	Every two months
ISSN:	0817-5586
ABSTRACT:	This journal provides an alternative voice on issues and policies relating to young people. It looks at the literacy needs of unemployed young people who are not involved in any formal education or training. It is accompanied by YACVIC Bits, a monthly newsletter covering current youth issues.

South Australia

TITLE:	*YACSA Round* A journal of the Youth Affairs Council of South Australia.
PUBLISHER:	Youth Affairs Council of SA, 194 Morphett Street, ADELAIDE, SA 5001 Tel: 08 212 5246
FREQUENCY:	Every two months
ABSTRACT:	This journal provides a forum for current issues and policies relating to young people. It draws on a network of youth related workers and providers who submit articles for publication. It disseminates information on workshops relating to youth issues. The newsletter reviews current policy, both state and federal, relating youth affairs.

Queensland

TITLE: ***Network Noise***
A newsletter of the Youth Affairs Network of Queensland.

PUBLISHER: Youth Affairs Council of Queensland, P.O. Box 116,
FORTITUDE VALLEY, Qld.
Tel: 07 852 1800 Contact :Judith Wootton

FREQUENCY: Every two months Newsletter

ABSTRACT: *Network Noise* is the newsletter in which members are encouraged to contribute. It is distributed to subscribers and YANQ members. It communicates news on training events, youth programs, inter-agency youth forum meetings, publications and resources.

TITLE: ***Transitions***
A Journal of the Youth Affairs Network of Queensland.

PUBLISHER: Youth Affairs Council of Queensland, P.O. Box 116,
FORTITUDE VALLEY, Qld.
Tel: 07 852 1800 Contact :Judith Wootton

FREQUENCY: Three times a year.

ABSTRACT: *Transitions* is a YANQ journal presenting in-depth articles on research and topical issues of relevance to youth affairs, both in Queensland and nationally. It is a forum for youth service providers to describe and analyse their work.

Australian Capital Territory

TITLE: ***YANACT News***
A journal of the Youth Affairs Network of the ACT.

PUBLISHER: Youth Affairs Network of ACT, P.O. Box 208. CIVIC SQUARE,
ACT. 2608
Tel: 06 247 3540 Contact: Malcolm Cowen

FREQUENCY: Quarterly

ABSTRACT: *YANACT News* is a quarterly newsletter which is theme-based. Submissions of articles are encouraged from people, agencies, workers and providers across the spectrum involved in youth issues. The newsletter often includes a profile of new or existing supports and services concerning youth. Subscription to *YANACT News* includes a monthly newsletter which updates information on workshops, forthcoming events and functions, and calenders activities concerning youth issues.

New South Wales

TITLE: *Twelve to Twenty-Five*
A journal of Youth Action Policy Association of NSW.

PUBLISHER: Youth Action Policy Association, 4th Floor, 8-24 Kippax Street,
SURRY HILLS, NSW 2010
Tel: 02 281 2344

FREQUENCY: Quarterly

ABSTRACT: *Twelve to Twenty-Five* is a periodical that offers professional development by providing interesting and thought-provoking material on the issues, events and changes affecting youth. Critical analysis comes from Youth Action Policy Association (YAPA) and its members, ranging from young people, professionals and bureaucrats in the youth affairs field. Membership benefits include the YAPRap monthly newsletter, which provides up to date information and advice on training opportunities, conferences and seminars, funding arrangements, resources and projects run by other groups.

Tasmania

TITLE: *Northern Youth Forum Newsletter*

PUBLISHER: Sue Southam

Tel: (003) 317709

FREQUENCY: Monthly

ABSTRACT: A newsletter that contains information on youth issues, it is circulated to schools, welfare and education providers. It is theme based and contributors include private providers, practitioners and service-orientated organisations.

Northern Territory

TITLE: *Northern Territory Youth Affairs Network Mailout*

PUBLISHER: Darwin City Council Youth Office

Tel: 189 822635

Contact: Ian O'Reilly

FREQUENCY: Monthly

ABSTRACT: The 'Monthly Mailout' is a cut and paste of information, articles and local items of interest for youth affairs workers.

Related Professional Development Programs

No. 1
Working Together, NSW TAFE Foundation Studies Training Division, Workplace Education Programs (forthcoming 1995)
Module 1: Language Culture and Assessment, and Module 2: Speaking, Reading, Writing and Maths
Telephone: 02 716 366 Contact: Vic Margan, 6-8 Holden Street, ASHFIELD, NSW

ABSTRACT
Working Together is designed to provide vocational teachers with strategies that recognise the relevance of language, literacy and numeracy in the teaching of vocational subjects. These strategies are intended to form part of the skills vocational teachers bring to the teaching process.

No. 2
Numeracy and How We Learn, Thiering, J. and Barbaro, R. (1992) TAFE National Staff Development Committee, SYDNEY, NSW

ABSTRACT
Numeracy and How we Learn aims to give teachers a theoretical framework for their own teaching practice, based on a working knowledge of the meaning of "numeracy" and its place within the broad field of mathematics, and the most up-to-date information on how people learn mathematics and how they become numerate.

This short program concentrates on the principles underlying good practice and does not focus on teaching methods, though many such ideas are covered incidentally in the various activities. It is intended that *Numeracy and How We Learn* will be combined with other programs which aim to develop strategies in teaching numeracy.

No. 3
Inservice Program For Adult Literacy And Basic Education Personnel, Modules 1 to 6, TAFE National Staff Development Committee, MELBOURNE, Vic. for the Department of Employment, Education and Training, published between 1993 and 1995

ABSTRACT
This program aims to ensure that there is a sufficiently trained human resource base within the national TAFE system to deliver quality adult literacy and basic education programs. The objectives of the program are:

1. To provide a nationally coordinated approach to the planning, development, implementation and evaluation of ALBE professional development programs over the next two years.
2. To ensure that adequate recruitment and induction processes are developed and implemented.

3. To promote opportunities for ALBE staff to develop additional competencies.
4. To increase the competencies of ALBE personnel so that they can respond effectively to a broad range of learning situations or contexts.
5. To ensure that current practice is informed by research and that theoretical implications are addressed through professional development opportunities.

Module 1. Assessment, Placement and Referral (1993)
Purpose: Develop participants competence to conduct initial assessment, placement and referral of ALBE students.

Module 2. Developing ALBE Learning Programs (1993)
Purpose: To provide an experiential approach to ALBE program planning; to empower participants as curriculum developers and to raise awareness of key components in the program planning process.

Module 3. Managing an ALBE Learning Environment (1993)
Purpose: To develop skills in managing the diverse ALBE learning environment.

Module 4. Linking Theory and Practice (1993)
Purpose: To develop practitioners knowledge of the theoretical basis of teaching literacy in ALBE programs.

To provide a supportive adult learning environment in which practitioners can think critically about their own knowledge and understanding of theory.

To encourage practitioners to define good practice in relation to current and endorsed theory and to reflect on their own practice.

Module 5. Language in ALBE Teaching and Learning (1995)
Purpose To develop participants' understanding of language as social practice.

To assist participants in their practice as teachers by:

- relating these broader understandings to ALBE teaching and learning situations.
- designing teaching strategies and activities to develop ALBE students' understandings of language as social practice.

Module 6. Using Technology (1994)
Purpose: To raise participants awareness of the range of technologies available to teachers in ALBE and to increase their competence in using those technologies.

No. 4

Workplace Orientation for Adult Literacy and Basic Education Personnel, TAFE National Staff Development Committee (1993)

DURATION 20 hours

ABSTRACT

This program aims to provide experienced Adult Literacy and Basic Education personnel with an understanding of industry culture and how it operates, from both the public and private perspective and to provide ALBE personnel with the skills to deliver programs to industry.

The program covers workplace reform, consultation and negotiation, program proposals and budgets, identifying language, literacy and numeracy needs, workplace curriculum development and the evaluation of workplace programs.

No. 5

Developing Competency Based Curriculum for Adult Literacy and Basic Education Personnel, National Staff Development Committee (1994)

DURATION 12 hours

ABSTRACT

This program aims to provide an opportunity for ALBE personnel to develop and improve their skills in competency based curriculum writing, development and adaptation. The program content includes curriculum development process, the teaching context of participants, competency based curriculum writing and assessment.

No. 6

Working with Learners from Non-English Speaking Backgrounds in Adult Literacy and Basic Education (ALBE), National Staff Development Committee (1994)

DURATION 9 hours plus an action learning component

ABSTRACT

This program aims to provide:

- an experiential approach to Adult literacy and Basic Education theory and practice relevant to Non-English Speaking Background adults of both migrant and Aboriginal and Torres Strait Islanders origin in literacy learning situations.
- to raise awareness of the learner characteristics, learner styles and cross cultural communication issues impacting on ALBE.
- to enhance teacher student interaction.
- to introduce participants to the concept of action learning as a form of personal professional development.

The program focuses on:

- adult ESB and NESB learner perspectives,

- the influence of culture, language and literacy perspectives,
- making teaching and learning styles explicit,
- enhancing teaching strategies,
- preparation for Action Learning
- cross cultural communication issues.

No. 7

Adult Numeracy Teaching, National Staff Development Committee (forthcoming 1995)

DURATION 84 hours

ABSTRACT

This program aims to provide teachers with an understanding of the content and structure of mathematics and how it is applied to modern life. In particular it will develop the teacher's confidence in their own use of mathematics and in the theories, methodologies and communication processes appropriate for teaching numeracy in ALBE.

The course focuses on the following topics:

- How people learn
- What is maths? Whose maths?
- Teaching maths in ALBE
- Why be numerate?
- How should we teach maths?

No. 8

Adult Literacy: a Professional Development Course - Flexible delivery Mode, National Staff Development Committee (forthcoming 1995)

DURATION 81 hours

ABSTRACT

The course provides the opportunity for the experienced ALBE teacher to deepen their critical understanding of current theories about education, language and literacy and to improve upon all aspects of their practice.

The course consists of three interrelated competency based units:

- Adult learners and learning
- Curriculum areas and issues
- Program development.

No. 9

Professional Development for Program Evaluation: Evaluation for Adult Literacy and Basic Education Programs, National Staff Development Committee (1995)

DURATION 18 hours face to face and evaluation project (15 hours nominal)

ABSTRACT

This program aims to:

- improve understanding of the range of approaches and methods used to achieve different evaluation purposes.
- provide practical advice that will assist personnel at any level within ALBE operations to undertake evaluations that will lead to improved effectiveness and efficiency.
- point to ways of making evaluation techniques an integral part of program administration and implementation.
- to demonstrate the application of the evaluation processes within the field of ALBE, and in particular, focus on the selection and use of performance indicators which reflect the functions at national, state/territory, regional and provider level.

The program is made up of 6 units comprising:

- an introduction to evaluation and an overview of evaluation issues
- evaluation approaches and methodologies
- information collection alternatives
- analysing evaluation information
- reporting and ensuring outcomes
- good practice in evaluation

No. 10

Programs under development in 1995:

- ***Integrating the Development of Language, Literacy and Numeracy Competence into Vocational Education.***
- ***Working with Aboriginals and Torres Strait Islander Students in Adult Literacy and Basic Education.***
- ***Workplace Literacy in Action***

Staff development programs developed by the National Staff Development Committee should be available from TAFE colleges and non-TAFE providers around Australia. Check with the college library or ALBE division head of department. For further information about any of the National Staff Development Committee programs under development or those you are unable to locate contact:

Ms. Liz Harris,
National Manager, Development and Implementation,
C/- Central Metropolitan College of TAFE,
25 Aberdeen Street, PERTH, WA. 6000
Tel: 09 427 2596 Fax: 09 328 6745

ALBE Journals and Periodicals

TITLE: ***Fine Print***
The Journal of the Victorian Adult Literacy & Basic Education Council

PUBLISHER: VALBEC, 247 Flinders Lane, MELBOURNE, Vic. 3000
Tel. (03) 9650 6906

FREQUENCY: Quarterly

ISSN: 0159-3978

ABSTRACT: *fine PRINT* is a vehicle through which VALBEC keeps its members informed about activities and contemporary developments in adult literacy and language research, project work, policy and administrative practice. Although it caters to Victorian readers it also seeks to explore a wide range of practice-orientated and theoretical positions of national and international significance.

TITLE: ***Aris Bulletin***
Adult Basic Education Resource and Information Service

PUBLISHER: ARIS, NLLIA, G.P.O. Box 372F, MELBOURNE, Vic. 3001
Tel: 03 9614 0255

FREQUENCY: Quarterly

ISSN: 1035-6932

ABSTRACT: The Adult Basic Education Resource and Information Service produces a quarterly review journal, the *ARIS Bulletin*. The Bulletin is one of ARIS's main vehicles for the dissemination of information about new materials and resources, research, curriculum developments and project work in the adult literacy, language and basic maths areas.

Each issue of the *ARIS Bulletin* has a leading article about a topical issue, a substantial section on reviews of new resources, a brief annotated listing of new resources, a listing of relevant journal readings and sections reporting on project work.

The *ARIS Bulletin* is available free to organisations or individuals. Contact ARIS if you want to add your name to the ARIS mailing list.

TITLE: ***Good Practice in Australian Adult Literacy and Basic Education***

PUBLISHER: Susan Munter Communications for the Commonwealth Department of Employment, Education and Training (DEET)
Tel: 06 248 0066

FREQUENCY: Quarterly

ABSTRACT: *Good Practice in Australian Adult Literacy and Basic Education* is a professional journal for literacy, language and numeracy practitioners. It is distributed nationally through state-based adult literacy organisations.

Articles in *Good Practice* provide practical strategies, and contribute significantly to the discussion and development of good practices in Australian ALBE. The content is developed by the Editorial Committee, which is comprised of representatives from the adult literacy field throughout Australia, plus a DEET officer.

State Distributors:

Good Practice is a national journal which has State distribution links. Check with your library first before contacting the State distributors:

NEW SOUTH WALES
ALIO,
Level 1,
6 - 8 Holden Street,
ASHFIELD, NSW 2131
Tel: 02 716 3666

VICTORIA
Ms Pam O'Neil
Adult Community & Further Education,
Level 6, Rialto South Tower,
525 Collins Street,
MELBOURNE, Vic. 3000
Tel: 03 9626 2260

QUEENSLAND
Ms Angela Connell,
Floor 4, Forbes House,
30 Makerston Street,
BRISBANE, Qld. 4000
Tel: 07 227 5294

SOUTH AUSTRALIA
Ms Carmel Hall,
Douglas Mawson Institute,
254 Richmond Road,
MARLESTON, SA 5033
Tel: 08 416 6464

WESTERN AUSTRALIA
Ms Helen Grimston,
Adult Literacy Services Bureau,
Level 2, 151 Royal Street,
EAST PERTH, WA 6004
Tel: 09 264 4111

AUSTRALIAN CAPITAL TERRITORY
Mr Vaughan Croucher,
Canberra Institute of Technology,
Bruce Campus,
Hayden Drive,
BRUCE, ACT. 2601
Tel: 06 207 4878

TASMANIA
Ms Fiona Ellis,
ALBE Resources,
19 Steele Street,
DEVONPORT, Tas. 7310
Tel: 004 23 1234

NORTHERN TERRITORY
Ms Carmel Darling,
TAFE Support Services,
NT Employment & Training Authority,
P.O. Box 4821,
DARWIN, NT 0801
Tel: 089 89 4305

TITLE: ***Open Letter: Australian Journal for the Adult Literacy Research and Practice***

PUBLISHER: Dr. Wendy Waring, Associate Editor, Curtin University of Technology, PERTH, WA
Tel: 09 351 7239

FREQUENCY: Half-yearly

ISSN: 1035-4727

ABSTRACT: The Department of Employment Education and Training funds the production of *Open Letter*: Australian Journal for Adult Literacy Research and Practice through the Adult Literacy National Projects of the Australian Language and Literacy Policy. It has an editorial board with wide national representation, and publishes articles on the best research, practice and policy development in adult literacy and numeracy in Australia. Readership consists primarily of policy makers, researchers and practitioners. While the main emphasis of *Open Letter* is on adult literacy and basic education, the journal also publishes work that has implications for that area, but stems from outside its usual boundaries. Examples might include some current work on first and second language acquisition, school reading programs, gender issues in access to different forms of learning, technological literacies, and so forth.

TITLE: ***Critical Forum***

PUBLISHER: Adult Literacy and Basic Skills Action Coalition
P.O. Box 932, LEICHHARDT, NSW 2040
Tel: 02 516 1342

FREQUENCY: Three times a year

ISSN: 1038-3212

ABSTRACT: *Critical Forum* is a periodical that is designed for students, teachers, people in industry, and anyone with an interest in adult literacy and basic skills. The articles published are selected with a critical perspective representing material which is at the cutting edge, and challenging theory and practice. *Critical Forum* aims to complement its adult literacy and basic skills agenda by tapping into networks outside of education providers, and including industry and others which have a direct or indirect interest in adult literacy and basic skills. A subscription to *Critical Forum* is a also membership to ALBSAC and includes a subscription to *ALBSAC NEWS* which is a general newsletter informing readers of national events, developments, information and publications.

TITLE: ***Australian Journal of Adult and Community Education***

PUBLISHER: Australian Association of Adult and Community Education
P.O. Box 308, JAMIESON CENTRE, ACT. 2614
Tel: 06 251 7933

FREQUENCY: Three times a year

ISSN: 1035-0462

ABSTRACT: *Australian Journal of Adult and Community Education* aims to provideinformation and analysis on the theory, research and practice of adult and community education. The publication is designed to promote critical thinking and research in this developing and increasingly significant field. Its prime focus is on Australia, though papers relating to other contexts are also sometimes published.

TITLE: ***Australian Journal of Language and Literacy***

PUBLISHER: Australian Reading Association, P.O. Box 78, CARLTON, 3053
Tel: 03 9347 6951

FREQUENCY: Quarterly

ISSN: 1038-1562

ABSTRACT: The Australian Reading Association is a national language and learning organisation dedicated to the improvement of reading and language instruction at all levels. Through its journal, it seeks to promote mutual understanding and cooperative work in the community among individuals and groups concerned with literacy language. Its stated purposes are to:

- improve the quality of literacy education at all levels
- encourage the study of the factors that influence progress in literacy
- act as a clearing house for information relating to literacy
- stimulate and promote research in literacy education, and
- respond to the diverse needs of specific groups of literacy learners.

TITLE: ***Literacy Learning: Secondary Thoughts***

PUBLISHER: Australian Reading Association, P.O. Box 78, CARLTON, Vic. 3053
Tel: 03 9347 6951

FREQUENCY: May and November

ISSN: 1320-5692

ABSTRACT: *Literacy Learning: Secondary Thoughts* is a journal primarily for secondary teachers of all subjects who wish to develop students' literacy and learning competencies across the curriculum and beyond.

Editorial policy is to sponsor and promote the dissemination and discussion of ideas about literacy teaching and learning and issues of concern to secondary teachers. In particular, the journal focuses on sharing insights into how students develop multiple literacies; reporting the outcomes of literacy teaching and learning practices; and fostering developments in classroom literacy teaching and learning.

Literacy Learning: Secondary Thoughts aims to sponsor reflective literacy teaching and learning by selecting articles of both a theoretical and descriptive nature about classroom practices; procedural outlines of teaching strategies; reports of action and other research; and of professional development issues.

TITLE: ***Youth Issues Forum***

PUBLISHER: Youth Affairs Council of Victoria, Suite 1, 250 Gore Street, FITZROY, Vic. 3065
Tel: 03 9419 9122

FREQUENCY: Every two months

ISSN: 0817-5586

ABSTRACT: This journal provides an alternative voice on issues and policies relating to young people. It looks at the literacy needs of young people who are out of work and also not involved in any formal education or training.

Accompanying this journal is YACVIC Bits which is a monthly newsletter keeping readers up to date with youth issues.

Newsletters

National Newsletters:

TITLE: *Literacy Update*
Adult English Language and Literacy Newsletter

PUBLISHER: Jan Kindler & Dave Tout, Skill Ed Pty. Ltd.
P.O. Box 86, CAULFIELD EAST, Vic. 3145
Tel: 03 9571 5335

FREQUENCY: Every two months

ISSN: 1038-9962

ABSTRACT: *Literacy Update* is a newsletter about adult English language, literacy and numeracy, and provides information on national policy developments, reports on projects, current research, seminars, workshops, and information centres. *Literacy Update* invites people and organisations to submit articles relating to the information they are generating, and the courses or seminars they are running. Each article points the way ahead for interested people to follow up the abstract to acquire more information. It provides information on curriculum and practice at a national, state and regional level. This newsletter is a national link for what is happening, and is about to happen, and how the reader can accesses this information.

State Newsletters:

Western Australia

TITLE: *New Directions*
Western Australian Department of Training

PUBLISHER: Adult Literacy Services Volunteer Tutor Scheme,
Midlands College of TAFE, Lloyd Street, MIDLANDS, WA
Tel: 09 274 9338

FREQUENCY: Quarterly

ABSTRACT: A collection of adult literacy students' writing.

South Australia

TITLE: ***Literacy Briefs***

PUBLISHER: State Language and Literacy & Numeracy Unit,
Desmond Avenue Annex, 254 Richmond Road, MARLESTON,
SA 5033
Tel: 08 416 6402

FREQUENCY: Every two months

ABSTRACT: This newsletter has circulated since 1992. It is collaboratively written among interested groups involved in literacy and DETAFE. It is unlikely to exist in its present form in 1995 and may well be incorporated in the *Vocational Preparation Program Group Newsletter*.

TITLE: ***Vocational Preparation Program Group Newsletter***

PUBLISHER: State Language, Literacy & Numeracy Unit,
Desmond Avenue Annex, 254 Richmond Road, MARLESTON,
SA 5033
Tel: 08 416 6402

FREQUENCY: Every two months

ABSTRACT: This newsletter is distributed to practitioners within the language and literacy field in South Australia. It is not available to the general public. The newsletter is designed to provide information on funding, staffing and reports, and includes items from specific program groups who are invited to contribute. These program groups include Women's Education, Language, Literacy and Numeracy and Disabilities.

Australian Capital Territory

TITLE: ***ACTCAL Newsletter***

PUBLISHER: ACTCAL, P.O. Box 778, JAMIESON, ACT 2614
Tel: 06 2074052

FREQUENCY: Every two months

ABSTRACT: *ACTCAL Newsletter* keeps members informed on local, territory and national literacy issues, policy and other current items of interest.

Victoria

TITLE: ***Broadsheet***
The newsletter of the Victorian Adult Literacy & Basic Education Council

PUBLISHER: VALBEC, 247 Flinders Lane, MELBOURNE, Vic. 3000
Tel: 03 9650 6906

FREQUENCY: Monthly

ABSTRACT: *Broadsheet* is a newsletter advising people as to what is happening across Victoria, including meetings, seminars, and professional development activities. It is an ad hoc production reflecting the needs of adult literacy and basic education workers across the State. *Broadsheet* is supplied with a subscription to VALBEC and *fine* PRINT.

TITLE: ***The World Times***
A newsletter of the Victorian Adult Literacy & Basic Education Council

PUBLISHER: VALBEC, 247 Flinders Lane, MELBOURNE, Vic. 3000
Tel: 03 9650 6906

FREQUENCY: Seven times a year.

ABSTRACT: *The World Times* is a student newspaper which addresses issues concerned with third world countries, drawing together associated and related issues relating to Australian literacy students. A class set of ten copies, seven times a year, can be purchased for an annual cost of $35.

TITLE: ***Numeracy Network Newsletter***
A newsletter of the Victorian Adult Literacy & Basic Education Council

PUBLISHER: VALBEC, 247 Flinders Lane, MELBOURNE, Vic. 3000
Tel: 03 9650 6906

FREQUENCY: Quarterly

ABSTRACT: This newsletter concentrates on teaching strategies and ideas relating to numeracy. It can be obtained for a cost of $10.

New South Wales

TITLE: ***ALIO Update***
A newsletter of the Adult Literacy Information Office

PUBLISHER: ALIO, 6-8 Holden Street, ASHFIELD, NSW 2131
Tel: 02 716 3666

FREQUENCY: Monthly

ABSTRACT: *ALIO Update* is the newsletter of the Adult Literacy Information Office which accompanies the distribution of the DEET publications of Open Letter, Good Practice, and Literacy Update. It is information centred on professional development news, conferences, new initiatives, research, and publications.

TITLE: ***Literacy Broadsheet***
A publication of the Adult Literacy Information Office

PUBLISHER: ALIO, 6-8 Holden Street, ASHFIELD, NSW 2131
Tel: 02 716 3666

FREQUENCY: Quarterly

ABSTRACT: *Literacy Broadsheet* is a quarterly publication dedicated to a particular issue relevant at the time. Issues such as numeracy, the Reading Writing Roadshow, and integrating literacy and numeracy. These areas of interest are explored and detailed and are the feature of the publication itself.

National Resource Centres and Clearing Houses:

South Australia

CENTRE: State Language, Literacy & Numeracy Unit, South Australia

ADDRESS: Desmond Avenue Annex, 254 Richmond Road, MARLESTON,
SA 5033
Tel: 08 416 6402

ACCESS: By visiting (for reference only)

COLLECTION INCLUDES:
Professional development readings
Resources developed through Adelaide Institute of TAFE
Kits produced nationally and in South Australia
South Australian and National reports

CLEARING-HOUSE: LLASP Clearinghouse,
Clearinghouse in Australia for Literacy, Languages and Asian Studies Projects

ADDRESS: Compiler: Shirley Devereux,
University of South Australia, Holbrooks Road, UNDERDALE,
SA 5032
Tel: 08 302 6891
Fax: 08 302 6756

ACCESS: Phone or fax for an appointment or information.

BACKGROUND:

LLASP Clearinghouse was established in September, 1994, and receives DEET funds to collect a comprehensive collection of DEET reports, curriculum materials, multi-media resources, strategies and guidelines emerging from International Literacy Year (ILY), and Australian Language and Literacy Policy (ALLP) national projects. The LLASP Clearinghouse is producing an annotated bibliography; an index of resources; a national register of expert reviewers; and strategies for making materials accessible through databases and information networks.

Most reports can be obtained through LLASP Clearinghouse on a cost recovery basis. Where a report is too large, the source will be located all information can be accessed by contacting Shirley Devereux, Tel: 08 302 6756.

CLEARING-HOUSE: CAABELA
Clearinghouse in Australia for Adult Basic Education and Literacy Abstracts

ADDRESS: Complier : Shirley Devereux
University of South Australia Library,
Holbrooks Road, UNDERDALE, SA 5032
Tel: 08 302 6891
Fax: 08 302 6756

ACCESS: Phone or fax for an appointment or information.

BACKGROUND:

CAABELA was established in 1993 as part of an Adult Literacy National Project with initial DEET funding: located within the Joan Brewer library at the Underdale Campus of the University of South Australia. CAABELA is the National Adult Basic Education and Literacy Clearinghouse providing a permanent collection of materials and information.

Type of collections include:

- All published and unpublished Australian material in the areas of Adult Literacy and Numeracy from 1988.
- Books, periodicals, reports, research papers, theses, policy documents of government, conference papers, questionnaires and surveys.

The information is indexed in a regular publication, outlining full bibliographical details with an abstract of all Australian material in adult basic education, adult literacy and numeracy from 1988. An annual subscription to CAABELA Clearinghouse supplies this publication. All TAFE libraries have been supplied with the 1993 CAABELA publication. The collection can be used by appointment, or the CAABELA Clearinghouse can supply copies of materials at a cost recovery basis. Where the document is too large, the source of supply can be identified. In 1995 the database will be sent to Queensland University to be placed on the LATTICE/LINGA network available.

Access to the CAABELA Clearinghouse for articles and publications can be obtained by contacting Shirley Devereux, Tel: 08 302 6891.

State Resource and Information Centres:

Victoria

RESOURCE AND INFORMATION CENTRE:
ARIS
The Adult Basic Education Resource and Information Service

ADDRESS: National Languages and Literacy Institute of Australia, Level 9
300 Flinders Street, MELBOURNE, Vic. 3000
Tel: 03 9614 0255
Fax: 03 9629 4708

ACCESS: Drop in or ring first to ensure people are able to meet your needs.

COLLECTION: A resource collection.
Journals and journal readings
Educational databases
Networks and information sharing with a range of local, regional, state, national and overseas government and non-government organisations and services.

INFORMATION AND ADVICE:
Good adult literacy, language and basic maths resources
Where to purchase
Provides adult literacy, English language and basic maths education and training in Victoria, including the workplace
Latest research, curriculum and project developments occurring in adult literacy, language and basic maths in Victoria and Australia
Who to contact regarding particular issues in adult literacy and basic education.

SERVICES: Staff development activities.
Acts as a clearinghouse for local, regional, state, national and overseas adult literacy and language materials
Access to a number of databases
Sells a number of Victorian produced adult literacy and basic education resources.

The ARIS services are free and while they are a Victorian State funded organisation, they provide a national service. If you require information, resources or any of the services, a phone call will enable you to access these services. If you live in and around Melbourne, you are encouraged to visit the centre and select the resources you require.

New South Wales

RESOURCE & INFORMATION CENTRE:
ALIO
Adult Literacy Information Office

ADDRESS:
Level 2, 6-8 Holden Street,
ASHFIELD, NSW 2131
Tel: 02 716 3666
Fax: 02 716 3699

ACCESS: Drop in or ring first to ensure people are able to meet your needs.

SERVICES & RESOURCES:

The ALIO library maintains a large collection of materials including journals, books and videos specialising in adult literacy, numeracy and language education. The library is open for borrowing. ALIO publishes and distributes their own journal and newsletter and also manages major projects and the production and distribution of a range of educational resources.

REFERRAL SERVICES:

ALIO can refer people to adult English language and numeracy courses throughout New South Wales.

PROFESSIONAL DEVELOPMENT:

ALIO provides professional development and support to English language, literacy and numeracy practitioners.

GENERAL INFORMATION:

ALIO can provide general information about adult English language, literacy and numeracy issues. ALIO can also provide current reports, facts, and statistics to government organisations and the media.

RESOURCE & INFORMATION CENTRE:
Youth Action and Policy Association

ADDRESS:
4th Floor, 8-24 Kippax Street, SURRY HILLS, NSW 2010
YAPA Western Sydney Office, P.O. Box 3546, PARRAMATTA, NSW 2150

SERVICES & RESOURCES:

Library facilities with extensive resources, including videos.

NETWORKING SERVICES:

Assists people working in the field to network with other organisations for the exchange of ideas.

PUBLICATIONS AND RESOURCES:

A range of books to provide much needed practical assistance for young people and youth services.

Tasmania

RESOURCE CENTRE:
Adult Education Resource Centre

ADDRESS: 19 Steele Street, DEVONPORT, Tas. 7310
Tel: 004 23 1234

SERVICES: Development, editing and desktop production of literacy and numeracy learning resources, including audio tapes.
Desktop publishing of reports, journals and learning materials.
Distribution of the ACAL national journal *Literacy Link*.
Statewide distribution of Tasmanian and national reports.
Plain English editing of manuscripts, reports and learning materials.

RESOURCES AVAILABLE FOR PURCHASE:
Easy reading publications and tapes of mainly student writing.
Tutor resources for literacy and numeracy.

ACCESS: Anytime during normal business hours, or by arrangement.

Queensland

RESOURCE CONTACT:
Queensland Council for Adult Literacy

ADDRESS: 151 Chapel Hill Road, CHAPEL HILL, Qld. 4069
Tel: 07 378 0438
Fax: 07 227 4212

SERVICES: The Queensland Council for Adult Literacy is a voluntary organisation for people interested in providing the literacy/numeracy ability for adults. Its purpose is to:

- increase awareness about literacy
- provide information
- organise conferences, seminars and workshops, and
- disseminate information.

Australian Capital Territory

RESOURCE CONTACT:
Australian Council for Adult Literacy

ADDRESS: Helen Cotter, P.O. Box 826, CANBERRA, ACT

SERVICES: The Australian Council for Adult Literacy is a professional organisation established to represent its members at a national level. Its role includes providing advice to government, conducting forums and national conferences and publishing a quarterly newsletter and position papers.

The National Network

The National Language and Literacy Institute of Australia (NLLIA)

NLLIA has established the Adult Literacy Research Network which has in turn, established a research node in each State and Territory. These nodes are mostly located in host institutions, mainly higher education institutions. The research nodes are developing strategies at the local level to provide research information, support researchers and to develop a focus on adult literacy research areas. Listed are the State nodes, their focus, their location and contact person.

ALRN Research Nodes:

New South Wales
Location: .University of Technology, Sydney
Focus: Collaboration, participation and dissemination in adult literacy research: What we have learnt from the past
Contact person:
Telephone: 02 330 3817

Northern Territory
Location: Northern Territory University
Focus: Long term analysis of literacy practices in selected worksites and the implications for curriculum design and a family literacy project
Contact person: Peter Wignell
Telephone: 089 46 6136

Queensland
Location: Griffith University
Focus: Action research projects: Case studies in assessment in adult literacy
Contact person: Joy Cumming
Telephone: 07 875 5886

South Australia
Location: Centre for Applied Linguistics University of South Australia
Focus: Classroom discourse
Contact person: Sue Richards
Telephone: 08 302 1555

Victoria
Location: Victoria University of Technology
Focus: To be identified
Contact person: John Wilson
Telephone: 03 9688 4876

Tasmania

Location: Hobart Campus
Focus: Information and Resource Centres located at the University of Tasmania
Contact person: Claire Hiller
Telephone: 002 202 566

Western Australia

Location: Curtin University of Technology
Focus: Action research program
Contact person: Carmela Briguglio
Telephone: 09 351 3346

Guide for Presenters and Facilitators and The Curriculum

Introduction

This section has two separate parts.

Part A, Guide for Presenters and Facilitators, has been developed to provide the presenters and the facilitators with information about the package and their role in it.

Part B, The Curriculum, commencing on page 178, is the curriculum for the program.

The other sections of the program which presenters and facilitators will need to refer to are:

Section 1 *The Participant's Notes:*	Providing the content of the program Unit 1: The Partners Unit 2: Development & Delivery Unit 3: Marketing
Section 2 *Models of Good Practice:*	Briefly describing ALBE programs conducted by various providers that have used good teaching and delivery practices
Section 3 *Additional Resources :*	Providing a description of other resources available to support teachers of labour market programs.

Part A: Guide for Presenters & Facilitators

The Skills and Experience Required to Present or Facilitate the Program

The following criteria have been established as pre-requisites for those people who act as presenters or facilitators for the program:

- extensive teaching experience in labour market programs
- a knowledge of the national vocational education and training system and the labour market in Australia
- experience in, and a commitment to, learner-centred teaching strategies
- an understanding of the theory and practice of integrating literacy with vocational training

It is desirable but not essential that presenters and facilitators also have a literacy teaching background.

The Roles of the Presenter and the Facilitator

The decision about whether each program delivered requires a presenter or a facilitator, will depend upon the method of delivery selected.

If the program is delivered face to face, there is a major role for a presenter who may coordinate all aspects of the program or alternatively work with a program coordinator.

Depending on the circumstances, the presenter may be required to deliver all or part of the program face to face and coordinate the flexible delivery and home study where appropriate.

If the program is undertaken by home study, there is a major role for a facilitator. The facilitator will not be required to do any face-to face presentation, but will coordinate an individual's home study progress through the program.

Both the facilitators and the presenters will be required to provide assessment and certification that the participants have achieved the learning outcomes.

The roles of the presenter and facilitator are described in more detail overleaf.

The Facilitator

Those people who undertake this program by home study will require your assistance and support throughout, in the role of the facilitator.

Essentially, your role will be to:

- clarify any issues the participants may have about the program structure and what is expected of them
- act as a sounding board and adviser for the participants in relation to the content of the program (If you are unavailable for face to face meetings with participants, you may be able to communicate with them by telephone, fax, networked computer or any other available means.)
- assess the participants' achievement of the learning outcomes, and
- provide certification for the successful program participants.

Assessment of the Learning Outcomes

There are three learning outcomes in this program. Of these, two outcomes require assignment or research work to be completed.

The pale yellow Assessment Tasks section on page 103, has been provided to assist you in determining the achievements of the program participants.

The Presenter

Those presenters whose participants undertake to do a face to face workshop or combination of workshop and flexible delivery, have a role similar to the facilitator, but with some important differences. Your role will be to:

- clarify any issues the participants may have about the program structure and what is expected of them
- through negotiation with provider personnel and program participants, develop a strategy for delivery of the program which meets the needs of the learners. (See Face to Face Delivery Strategies below for details.)
- ensure appropriate arrangements for the delivery of the workshops and/or tutorials
- advise participants on issues related to the content of the program

- assess the participants' achievement of the learning outcomes, and
- provide certification for the successful program participants.

The Vocational Support Teacher

Each participant will need the assistance of an experienced vocational teacher who can provide feedback on integrated curriculum development.

The Mentor

Each participant must liaise with an unemployed person whom they find through their own contacts. This person will be able to provide advice and feedback about the needs of labour market clients.

Face to Face Delivery Strategies

The program could be delivered as a workshop over two consecutive days, plus home study for Unit 3. However, it is recommended that the nature of the learning and assessment in Unit 2 requires a longer period during which the participants can develop a relationship with a vocational teacher, develop a meaningful program outline and reflect upon their experiences. At the very least, it would be appropriate to break the two days of face to face workshops with anything between one and three weeks.

Please note:
The sensitive nature of the content at the commencement of Unit 2 Labour Market Programs: Development and Delivery (pages 52 to 62) may be confronting to some participants. As a presenter, you will need to make a judgment about the potential response of your workshop participants to this section. You may decide it is appropriate to allow them to complete this section by home study, or continue face to face delivery. If you decide to use home study, you will need to make a considered judgment about which issues to deal with when the workshop resumes.

The following structures are listed as a guide to presenters. Options 1a, 1b and 1c are recommended.

Option 1a
A one day face to face workshop which covers Unit 1.
A series of two to four hour tutorials for Unit 2 spread over a period of four to eight weeks.
Unit 3 home study.

Option 1b
Two half day workshops covering Unit 1.
A series of two, three or four hour tutorials for Units 1 and 2 spread over a period of six to twelve weeks.
Unit 3 home study.

Option 1c
A series of two to four hour tutorials for Units 1 and 2 spread over a period of eight to twelve weeks.
Unit 3 home study.

Option 2
A one day face to face workshop which covers Unit 1.
A half day session for part of Unit 2
A second half day session for the remainder of Unit 2 (with a gap between the half days of at least two weeks).

Option 3
Any combination of the above.

Participant Numbers

It is recommended that the numbers selected for a face to face workshop do not exceed fifteen.

Program Content

Although the Curriculum is the guide to the learning outcomes required for successful completion of the program, the Participant's Notes should act as a guide for the content of the program. These notes can be followed closely if desired, or used flexibly.

Despite this flexibility, emphasis on employment outcomes is crucial to the success of this program and they should be reinforced wherever possible.

There are numerous alternatives for providing interesting and varied content for workshop participants.

Guest speakers could be obtained, for example:
- A vocational teacher could be invited to speak during Unit 2.
- An employer could be invited to speak and discuss issues with the group.
- Unemployed people with some experience of labour market programs may be a valuable addition to your program.
- DEET personnel would be invited to speak.

Which ones you choose will depend on the needs and interests of the participants.

Part B: The Curriculum

Course Curriculum

1. Course name, qualification and ASF level

Course name	*Teaching Literacy in Labour Market Programs*
ASF level	Level 5
Nominal duration	26 hours

2. Course development

Needs of the ALBE field

Teaching Literacy in Labour Market Programs was developed by a project team from the Curriculum, Research and Professional Development Unit, Mildura Campus, Sunraysia College of TAFE, Victoria. It is based on their extensive experience in delivering labour market programs.

Since the late seventies the Department of Employment, Education and Training has funded programs aimed at improving the job skills of the unemployed. These Labour Market Programs have emphasised vocational training together with language, literacy and numeracy skill development.

Teaching Literacy in Labour Market Programs is a professional development program for teachers of language, literacy and numeracy working in labour market programs. It has been developed as a result of skills gaps first identified by the Australian Language and Literacy Policy (ALLP). The National Staff Development Committee, through its National Adult Literacy and Basic Education Professional Development Reference Committee, issued a project brief and called for tenders to develop a program to address the specific skills gaps which were related to the labour market program delivery area.

The first part of the project was to verify that the skills gaps did in fact exist by conducting a nationally targeted survey of both teachers and managers within the labour market program area. Desirable teacher competencies were identified and from these results the course was developed as described within this curriculum document (page**).

The package is therefore designed for teachers and trainers in the ALBE field, focusing on their need to acquire a range of knowledge, skills and attitudes that will assist them in meeting the challenges and reaping the rewards of teaching the unemployed.

3. Course outcomes

The course will increase the effectiveness of teachers of literacy, language and numeracy who work in labour market programs, by developing their knowledge of, and skills in:

- the National Training Reform Agenda
- liaison and negotiation with the Department of Employment, Education and Training and the Commonwealth Employment Service
- labour market program characteristics
- working with labour market clients
- the employer's role in labour market programs
- the development and delivery of literacy education in labour market programs
- marketing labour market programs to potential participants.

Competency standards

There are no NTB competency standards. The learning outcomes of the course are matched to the List of Competencies printed at the end of this curriculum. The list was compiled from the survey (see item 2).

General competencies

Participants will make significant gains in developing these key competencies:

- collecting, analysing and organising ideas and information
- expressing ideas and information
- self-management in planning and organising activities.

4. Course Structure

Outline of structure

The course consists of a single module made up of three compulsory units:

1 Labour Market Programs: The Partners

		2 Labour Market Programs: Development and Delivery 3 Labour Market Programs: Marketing
	Requirements for the award	Participants must demonstrate competence in each of the three learning outcomes listed. The program includes concurrent and post-course assessment of the learning outcomes. Those who attend the full program and complete the assessment tasks successfully will receive a Statement of Attainment, provided that the course has been accredited in their state or territory. Otherwise the award will be a Statement of Achievement issued on the advice of the presenter.
	Entry requirements	It is preferable that participants have a recognised teaching qualification or are currently working towards one. Where this is not the case, the participant must have a minimum of two years experience in teaching literacy, language or numeracy.
	Recognition of prior learning	Due to the short length of the course, it is not anticipated that RPL will be commonly requested. When and if RPL requests are made, state and territory guidelines for RPL are to be applied and should be managed by individual program coordinators.
5.	**Assessment strategy**	The assessment strategies are varied. Unit 1 assessment is based on two local research assignments into: a. DEET structures, resources, client services and local employment trends; and b. the Department of Social Security and other support services for the unemployed. Unit 2 assessment method requires the preparation of two teaching plans where vocational outcomes and literacy/numeracy are integrated: a. for a single teaching session; and b. for a sustained teaching program. Unit 3 assessment is a self-assessment unit based on home study. Evidence that the work has been completed is given to the presenter.

6. Delivery of the course

Delivery modes

The course has been developed for flexible delivery and can be completed in face to face workshops, by home study, or any combination of the two. It is designed to allow for and encourage maximum flexibility. Providers should structure their delivery in a manner that best suits participants' needs. It is possible for participants to achieve the course outcomes by studying alone, on the job, or at the time and place of their choosing.

It may also be delivered in fleximode, using combinations of face to face workshops, tutorials and home study in any suitable configuration. Alternatively, the course may be presented entirely face to face.

Participant numbers of between 12 and 15 would be the optimum.

Further details of suggested delivery patterns are outlined on page ** of this section.

Resources

This manual for the course contains all the required resources and information for learning in any of the above delivery modes to take place, under the guidance of an experienced presenter and/or facilitator, and with the support of a vocational teacher and an unemployed mentor. (Note additional material supplied in the front binder cover.)

7. Articulation and credit transfer

There have been no formal arrangements made for recognition of the course (mid-1995). Participants may choose to present the Statement of Attainment (or Statement of Achievement) to support a request for advanced standing towards courses offered by tertiary and post-secondary institutions. In anticipation of doing so they should retain all their written assignments for inclusion in their application for advanced standing.

8. Ongoing monitoring and evaluation

These are matters for state and territory bodies.

Module Information

1. Unit 1 details

Name	Labour Market Programs: The Partners
Nominal duration	12 hours

2. Unit purpose

This unit is designed to develop knowledge and skills specific to:

- labour market programs and the influences that impact on them
- DEET operations and the relationships between the four partners; the provider, DEET/the CES, the labour market program participants and the employers
- characteristics of labour market program participants and groups that support them
- the role of employers in labour market programs.

3. Prerequisites

There are no prerequisites for Unit 1.

4. Relationship to competency statements

Unit 1 is based on competencies 1.1 through to 1.16, 2.10 and 2.25.

5. Summary of content

Training Providers
The National Training Reform Agenda
DEET and the CES
Unemployment Trends: The White Paper
Labour Market Programs
Information Exchange between Providers and the CES
Program Participants
Employers

6. Assessment strategy

See Course Curriculum.

7. Learning outcome details

LEARNING OUTCOME 1

On completion of this unit participants will be able to provide literacy, language and numeracy education in labour market programs based on an understanding of:

- influences that impact upon the provision of labour market programs at the state and national levels;
- local labour market services, programs, employment trends, client support groups, and the DEET/provider relationship;

- the impact of being unemployed on participants of labour market programs;
- the needs of employers and the codes of practice between employer and employee.

ASSESSMENT CRITERIA

Participants will be able to discuss issues related to the following based on factual knowledge and research:

1.1 the NTRA, the policies underpinning it and the impact of the NTRA on literacy and numeracy practitioners;
1.2 employment policies and trends.
1.3 They will be able to describe:
the structure of CES, services it provides and other support services available to labour market program participants;
1.4 a range of labour market programs and their client groups.
1.5 They will be able to discuss:
the types of documentation required and implications of inappropriate reporting;
1.6 the effects of, and strategies to minimise, the stigma attached to being unemployed;
1.7 the skills knowledge and attitudes that employers look for in an employee and the formal and informal codes of practice between employers and employees.

CONDITIONS

Unlimited access to available resources. Learning will occur in a group situation with individual support from the presenter, facilitator, mentor, and fellow participants; **OR** learning will occur in home study with support from the facilitator and mentor; **PLUS** use of a copy of this package in full for all participants.

ASSESSMENT METHOD

1. Appraisal of Assessment Tasks prepared by participant:
   a research assignment on DEET structures, resources, client services and local employment trends; and
   a research assignment on the Department of Social Security and support services for the unemployed.
2. Evaluation by presenter and/or facilitator of the participant's knowledge of factual information relevant to the above tasks as revealed during the program.

1. Unit 2 details

Name	Labour Market Programs: Development and Delivery
Nominal duration	12 hours

2. Unit purpose This unit is designed to provide the learner with skills and experience in the development and delivery of integrated, learner-centred labour market programs.

3. Prerequisites There are no prerequisites for Unit 2.

4. Relationship to competency statements

Based on competencies 2.1 through to 2.37.

5. Summary of content

- Good Practice in Labour Market Literacy Teaching
- Learner-Centred Teaching Practices
- The Integration of Literacy/Numeracy into Vocational Curriculum and Teaching
- Targeted Programs
- Program Development
- Delivery Strategies
- Networking

6. Assessment strategy See Course Curriculum.

7. Learning outcome details

LEARNING OUTCOME 2 On completion of this unit participants will be able to develop labour market programs which integrate language, literacy or numeracy into vocational training and use learner-centred teaching methods.

ASSESSMENT CRITERIA Participants will be able to:

2.1 discuss good practice in labour market literacy teaching, and delivery that supports a shift in the power relationship between teacher and student;
2.2 comment critically on literacy teaching practices, personal teaching style and the impact they may have on learners;
2.3 apply learner-centred teaching methods appropriate to labour market programs;
2.4 prepare integrated curriculum materials.

CONDITIONS Unlimited access to available resources.

Opportunity to develop a working relationship with a vocational teacher.
Learning will occur in a group situation with individual support from the presenter, facilitator, mentor, vocational teacher and fellow participants;
OR learning will occur in home study with support from the facilitator, mentor and a vocational teacher;
PLUS use of a copy of this package in full for all participants.

ASSESSMENT METHOD

1. Appraisal of two assessment tasks: presentation by participant of a plan for an integrated teaching session; and preparation of a program outline for a 10 week period, or a term, for a vocational and literacy curriculum; both tasks to be done with assistance from a vocational teacher.
2. Evaluation of participant's knowledge as revealed during the program.

1. Unit 3 details

Name	Labour Market Programs: Marketing
Nominal duration	26 hours

2. Unit purpose

This unit gives participants the opportunity to develop strategies for marketing labour market programs to CES clients.

3. Prerequisites

Units 1 and 2

4. Relationship to competency statements

Based on competencies 3.1, 3.2 and 3.3.

5. Summary of content

Marketing, Education and Training
Marketing and the Four Ps (price, product, placement, and promotion)
Promotion Options

Unit 3 is designed to be completed as home study.

6. **Assessment strategy** See Course Curriculum.

7. **Learning outcome details**

LEARNING OUTCOME 3	On completion of this unit participants will be able to develop strategies for marketing labour market programs to CES clients.
ASSESSMENT CRITERIA	Participants will be able to: 3.1 identify and discuss marketing theory and develop labour market program marketing strategies.
CONDITIONS	Self-assessment based on readings and learning activities completed.
ASSESSMENT METHOD	No formal assessment task. Self-assessment.

List of Competencies

1. Labour Market Programs: The Partners

1.1 Maintains a knowledge of the National Reform Agenda, and promotes a critical perspective on its implications for labour market programs.

1.2 Maintains a broad knowledge of types of labour market programs, their aims, objectives and priority target groups.

1.3 Maintains a knowledge of current developments and issues in ALBE labour market provision.

1.4 Maintains a knowledge of current trends in employment that affect the future of the labour market in Australia, in their state, locally and nationally.

1.5 Identifies and utilises existing communication structures and channels, formal and informal, within DEET and other relevant agencies.

1.6 Applies a knowledge of the structure of the CES workplace, and the roles, responsibilities and limitations imposed on CES workers.

1.7 Operates with a knowledge of the contractual obligations to the referral agency.

1.8 Uses effective and powerful language strategies in negotiating with agencies.

1.9 Applies a knowledge of the different labour market client groups and the differences between them, (eg. long term unemployed, single parent, Aboriginal, etc.)

1.10 Identifies the common issues and experiences shared by labour market clients (eg. contractual obligations).

1.11 Applies a knowledge of relevant groups and organisations offering support services for the unemployed.

1.12 Establishes local contacts within support agencies (eg. DEET, accommodation agencies, family support).

1.13 Identifies sources of support for job seekers (eg. wage subsidies).

1.14 Maintains a knowledge of skills and attitudes required by employers and addresses these within programs.

1.15 Applies a knowledge of relevant current agreements and legislation determining the responsibilities of employees and employers (eg. Occupational Health & Safety, Sexual Harassment).

1.16 Applies a process to deal with the constant changes and modifications to labour market programs.

2. Labour Market Programs: Development and Delivery

2.1 Designs and develops labour market programs which:
  2.1.1 respond to the specific learning requirements of the individual/group within realistic time frames and resource availability.
  2.1.2 identify the most efficient and effective means of achieving training/employment outcomes for each individual/group.
  2.1.3 are flexible and can be modified to respond to the needs of the learner and the labour market.
  2.1.4 incorporate modes of delivery that optimise access.
  2.1.5 maximise the use of accredited curriculum.
  2.1.6 provide articulated pathways.

2.2 Evaluates critically a variety of assessment methods for identifying literacy/numeracy skills of individuals/groups.

2.3 Researches and, where necessary, modifies existing ALBE labour market programs/training programs/curriculum frameworks which respond to the specific learning requirements of the individual/group.

2.4 Maintains a knowledge of current developments and theories of integration.

2.5 Maximises the links between vocational and ALBE specific curriculum.

2.6 Works with vocational teachers to negotiate and develop program plans.

2.7 Encourages vocational teachers to be aware of their role in developing labour market program participants' literacy and numeracy skills.

2.8 Applies a knowledge of ALBE teaching, adult and labour market learning, to assist the use of curricula and the choice of methodology.

2.9 Incorporates skills, knowledge and feedback gained from participation in formal and informal professional development activities into own ALBE labour market provision.

2.10 Develops, documents and implements an evaluation strategy that includes evaluation of program outcomes against stated objectives, and seeks input from learners and peers.

2.11 Identifies facilities and resources necessary for ALBE labour market provision.

2.12 Prepares program outlines and learning materials, and develops resource lists to meet planned objectives.

2.13 Consults with vocational teachers (where available) to identify and select resources which are:
  2.13.1 relevant to employment outcomes.
  2.13.2 appropriate to the literacy/numeracy levels of the student.
  2.13.3 relevant and interesting to the student.

2.14 Communicates openly with learner groups by explaining and negotiating program objectives, teaching methods, assessment procedures and articulation.

2.15 Modifies teaching methodology and ALBE provision in the light of current labour market and ALBE theory and good practice.

2.16 Maximises learning strategies for the individual/group by teaching/facilitating in a variety of delivery modes (classes, small groups, team teaching, flexible delivery, individual learning, peer group tutorials).

2.17 Promotes and undertakes team teaching between literacy and vocational teachers, and literacy and other labour market teachers. Works with vocational teachers to develop learning materials for integrated classrooms.

2.18 Uses a range of activities designed to relate language and mathematical concepts to related employment contexts.

2.19 Reflects critically on their own teaching style.

2.20 Assists learners to manage classroom resources, teachers, employers and agency personnel.

2.21 Challenges learners to reflect on, and articulate their own preferred learning styles.

2.22 Acts to encourage learners to set achievable goals and assists them to review and evaluate their achievements.

2.23 Uses appropriate documentation for a range of purposes including:
  2.23.1 career/training pathway.
  2.23.2 student self evaluation.
  2.23.3 program provision details that are meaningful and accessible to others.

2.24 Assists learners to access effective and powerful language strategies in negotiating with agencies.

2.25 Uses a range of ongoing assessment methods specific to labour market programs, on entry, during and when exiting courses.

2.26 Negotiates assessment procedures with learners.

2.27 Documents learner's progress and achievements in a form relevant and accessible to participants (eg. profile format).

2.28 Uses a knowledge gained from the assessment process to inform each student's future planning and/or assist them to articulate into further training.

2.29 Applies a knowledge of the destinations of reports and the possible consequences of reports to learners.

2.30 Participates in meetings of teaching staff and other stakeholders to monitor progress and ensure quality provision.

2.31 Establishes and maintains contact with other ALBE labour market providers/networks of providers/professional organisations/national and state interest groups, to inform and advise on ALBE labour market provision and to share and develop innovative approaches.

2.32 Shares skills, knowledge, ideas and resources with other labour market personnel, (including vocational teachers) in the development and facilitation of labour market provision.

2.33 Works as a team with provider staff to create a positive learning environment.

2.34 Establishes and maintains appropriate documentation for a range of purposes including:
- 2.34.1 report on interviews.
- 2.34.2 final management report.
- 2.34.3 research data.
- 2.34.4 training personnel.
- 2.34.5 funding bodies.
- 2.34.6 coordinators and providers.

2.35 Reports the outcomes of the evaluation to DEET and others involved in the program.

2.36 Participates in a range of activities in relation to ALBE labour market provision, including meetings, interviews and group discussions.

2.37 Communicates with relevant personnel, which parts of the assessment record are confidential according to agreed ethical guidelines.

3. Labour Market Programs: Marketing

3.1 Briefs potential students on existing and proposed ALBE/labour market provision.

3.2 Communicates with a range of groups to provide information on available ALBE labour market provision.

3.3 Liaises with DEET to recruit participants through:
- 3.3.1 self selection process.
- 3.3.2 interview, referral and placement.
- 3.3.3 other assessment procedures that meet ethical guidelines, especially in terms of confidentiality.

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accessing
jobs

a guide
to the
labour
market
programs
of the
Department of
Employment,
Education and
Training

Australian Government Publishing Service
Canberra

introduction

This booklet provides information on labour market programs administered by the Department of Employment, Education and Training (DEET). It should be used as a general guide to the comprehensive array of programs that are available to assist first-time job seekers or those wanting to re-enter the work force.

Labour market programs are provided to give job seekers the necessary skills and work experience to enable them to compete more equitably in the labour market and thus obtain secure employment. Providing a wide array of labour market measures ensures that the individual labour market needs of eligible job seekers can be addressed. The various measures can be used one at a time or in sequence i.e. a 'mix' of program assistance to deal with the employment barriers or needs of any eligible client.

The booklet has been developed to provide information on these programs to those community organisations who support and assist the unemployed and their families and to organisations who are potential and/or current providers of labour market training and services. It could also be a valuable resource for employer groups and other organisations involved in labour market development.

DEET's labour market programs are delivered through its national network of Commonwealth Employment Service (CES) centres and through State Governments, community-based organisations and other brokers.

The information contained in this booklet is correct as at 17 August 1993 and is a guide only. More detailed questions about the programs should be directed to the Department, at any one of the addresses in Appendix 3. More detailed information and enquiries about program eligibility in particular cases can be obtained from CES offices. The addresses and telephone numbers of CES and Student Assistance Centres can be found in your local telephone directories.

1

SUPPORTING DISADVANTAGED PEOPLE

priority target groups

For reasons of social justice, labour market programs focus on those people who need the most help to find work. The Government has identified people who face considerable labour market barriers that make it difficult for them to access work. CES job placement and labour market program assistance are targeted to four client groups:

- long-term unemployed people (refer page 3);
- Aboriginal and Torres Strait Islander people (refer page 4);
- people with disabilities (refer page 5); and
- sole parents (refer page 8).

They are accorded priority access to labour market programs.

Those people who are out of work for 12 months or longer face considerable difficulties returning to work. Labour market programs are primarily targeted towards long-term unemployed people (unemployed and registered with the CES for 12 months or more).

There are a number of people who are provided with early access to labour market programs because they are considered to be especially disadvantaged in the labour market. Identifying job seekers as 'especially disadvantaged' allows the CES to help those people considered most likely to fall into long-term unemployment. Especially disadvantaged job seekers have access after one month's CES registration to the basic elements of the various programs. The following groups are considered to be especially disadvantaged:

- *Aboriginal and Torres Strait Islander people* — those of Aboriginal or Torres Strait Islander descent who both identify as Aboriginal or Torres Strait Islander and are accepted as such by the community in which they live;

- *People with disabilities* — those who have a physical, intellectual, psychiatric or sensory impairment which makes it difficult for them to obtain or keep employment and who are assessed by the CES as work ready with assistance;
- *Job seekers aged 50 years or older who have been actively seeking employment;*
- *Homeless people;*
- *Ex-offenders* — persons rejoining the workforce within six months of having been released from prison/incarceration, or a minimum of 26 weeks on remand;
- *Youth at risk* — homeless youth and wards of the State, aged from 16–20 years and in receipt of Job Search Allowance, or aged 14–15 years and receiving Special Benefit;
- *Spouses of Newstart Allowance recipients;* and
- *Migrant professionals with overseas qualifications who may be eligible under the JOBTRAIN Bridging training element.*

Priority is directed to these groups although eligibility for many programs (specifically programs described in chapter 2) is also open to job seekers after three months registration with the CES.

Some clients are eligible for programs as soon as they register with the CES because their labour market situation has been assessed. They are:

- *JET clients* — Jobs, Education and Training (JET) clients referred by a Department of Social Security (DSS) JET Adviser (refer page 8);
- *DRP clients* — Disability Reform Package clients are people in receipt of a Disability Support Pension or Sickness Allowance and some Job Search Allowance/ Newstart Allowance recipients, who have an Activity Plan endorsed by a joint DSS/DEET Disability Panel (refer page 6);
- *LAP clients* — are retrenched workers in OLMA (Office of Labour Market Adjustment) designated industries (refer page 27 for program details).

For all other job seekers, eligibility for labour market programs is based on the duration of their registration with the CES. Job seekers do not have to be in receipt of Social Security Allowances to register with the CES or to participate in a labour market program.

For further information on access to individual programs, refer to each program description and Appendix 1 'Guide to Program Access' on page 37.

long-term unemployed

The prime disadvantage that can affect all job seekers no matter what their work experience, skills or personal barriers is the longer they are out of work the harder it becomes to return to the labour market.

Long-term unemployed people are likely to continue as unemployed and therefore become increasingly dependent on income support unless the unemployment cycle is broken. People who have been unemployed for a long period, even though the original cause of unemployment may have been company failure or other matters beyond their control, are often perceived as uncompetitive in the labour market. Their skills and abilities may be lost to the workforce with their motivation, self-esteem and job confidence soon dissipating unless efforts are made to maintain their contact with work.

Long-term unemployed people are those who have been registered with the CES as unemployed for 12 months or longer. They have priority of access to the basic range of labour market programs described throughout chapter 2. The Newstart strategy aims to encourage and assist the unemployed into paid employment, especially the long-term unemployed and those disadvantaged in the labour market. Newstart Activity Agreements (mandatory for Newstart Allowance recipients) enable development of a plan of action for long-term unemployed clients to assist their re-entry to the workforce. Labour market program options for long-term unemployed are critical elements of effective action plans.

A number of programs contain measures specifically for those people who are long-term unemployed.

Post Placement Support (refer page 21) provides support through contact with the CES or contracted external agencies, to very long-term unemployed clients who seek assistance during their first few weeks or months of work;

Contracted Placement (refer page 20) provides a fee for service to agencies contracted by the CES to place very long-term unemployed job seekers in permanent employment;

JOBSTART (refer page 19) provides wage subsidies to employers who take on job seekers. Some components provide higher levels of assistance for long-term unemployed job seekers;

JOBSKILLS (refer page 18) DEET contracts suitably experienced organisations to act as brokers who arrange work experience placements and the provision of training for participants;

Post placement fares assistance (refer page 12) is available to assist people who have been unemployed for 24 months or more and find permanent work in a location that requires excessive fares or travel time; and

Job Search relocation assistance (refer page 12) can be provided to people who have been unemployed for 12 months or more and who are willing to move to a new area to find employment.

Community Activity Program (refer page 18) will be implemented in 1993–94 to assist unemployed people, particularly the long-term unemployed, to gain valuable work experience and to develop, or maintain, work related skills though community service.

aboriginal and torres strait islander people

Aboriginal and Torres Strait Islander program participants are people who identify themselves as being of Aboriginal or Torres Strait Islander descent and are accepted as such by the Aboriginal or Torres Strait Islander communities in which they live or have lived.

For those Aboriginal and Torres Strait Islander job seekers who require labour market program assistance, it is expected that general program measures described throughout this booklet be utilised in the first instance. However TAP — the Training for Aboriginals and Torres Strait Islanders Program — is available where there is a clearly discernible chance that a significantly better outcome for the person can be achieved.

TRAINING FOR ABORIGINALS AND TORRES STRAIT ISLANDERS PROGRAM (TAP) TAP aims to increase the level of permanent employment of Aboriginal and Torres Strait Islander people and broaden the range of occupations in which they are employed. TAP is a key element of the Government's Aboriginal Employment Development Policy. A variety of forms of assistance under TAP seeks to address these issues by helping Aboriginal and Torres Strait Islander people into employment through training.

Skills Development Skills Development is used for individual on and off-the-job training placements within the public or private sectors as well as group training placements. Employers may receive wage subsidies and participants may be eligible for a range of ancillary allowances including Living Away From Home Allowance and special tutorial assistance.

Transition Assistance Transition Assistance helps job seekers in transition to the workforce. Items paid can include wage subsidies for short-term work experience placements, mentor support for participants in training or employment, literacy and numeracy assessment, referral to specialist agencies and ancillary allowances.

Formal Training Formal training provides work-related formal training assistance focusing on accredited vocational training, pre-vocational training, and literacy and numeracy training. Assistance provided can include formal training assistance and ancillary allowances.

Employment Strategies Funding is provided for employment strategies with Commonwealth, State and Local Government agencies, with major private companies and with employer representative bodies to develop and implement Aboriginal and Torres Strait Islander recruitment and career development strategies. Individual training agreements may not be signed with organisations which are being funded under this category.

people with disabilities ←

People with disabilities are those who have a physical, intellectual, psychiatric or sensory impairment which makes it difficult for them to obtain or keep employment, and who are assessed by the CES as ready to work with assistance.

People with disabilities are considered to be especially disadvantaged and are eligible for access to labour market programs (refer chapter 2) after four weeks registration with the CES.

There are a number of special services and allowances provided for people with disabilities. They are described below.

EXTERNAL DISABILITY ASSESSMENTS (EDA) CES clients with a disability, which may affect their ability to obtain or maintain employment, are eligible for referral to a professional assessor so their capacity to take advantage of available work or vocational training opportunities can be determined.

This assistance provides CES staff with a means of effectively assessing clients' abilities, in order to determine the most appropriate future assistance for them. Those people in receipt of a Disability Support Pension or Sickness Allowance are eligible upon registration with the CES, but Job Search Allowance and Newstart Allowance recipients are eligible for this assistance after one month's registration.

The types of possible assessors that clients may be referred to includes the Commonwealth Rehabilitation Service, Commonwealth medical officers, occupational therapists, physiotherapists, psychiatrists and other specialists.

DISABILITY SUPPLEMENT FOR PEOPLE WITH DISABILITIES

The Disability Supplement is an extension of Formal Training Assistance provisions. It facilitates the access of people with disabilities to a wider range of formal training opportunities. For further details see page 31, 'Formal Training Assistance'.

WORKPLACE MODIFICATION ALLOWANCE Up to $5,000 is available to private sector employers who employ people with disabilities participating in a DEET program to cover the purchase, lease or hire of essential equipment or to modify the workplace to enable the person to undertake employment.

DISABILITY ACCESS SUPPORT UNITS (DASUs) DASUs were introduced into the SkillShare Program in 1991. Their role is to help SkillShare project staff develop and improve their capacity to respond effectively to the needs of people with disabilities. In 1993 there are ten DASUs nationally. They continue to work with SkillShare project staff to increase the participation rate in projects of people with disabilities. SkillShare staff also aim to improve the rate of successful outcomes for this client group.

DISABLED APPRENTICE WAGE SUBSIDY (DAWS) Provides apprenticeship opportunities for people with disabilities (refer page 23).

DISABILITY REFORM PACKAGE (DRP) The DRP provides people with disabilities with improved access to jobs, rehabilitation and training.

Disability Support Pension and Sickness Allowance recipients considered likely by the Department of Social Security to benefit from training, rehabilitation or job search assistance are assessed by a joint DEET, DSS and Commonwealth Rehabilitation Service Panel to help them decide how best to improve their job prospects.

Those people with disabilities in receipt of a Disability Support Pension who are assessed by a Disability Panel under the DRP have access to labour market program support immediately upon registration with the CES.

In recognition of the particular needs of people with disabilities, two additional DEET programs are available for people receiving a Disability Support Pension referred to the CES by a Disability Panel. The two programs are:

- Work Experience Program for People with Disabilities; and
- Post Placement/Training Support for People with Disabilities.

WORK EXPERIENCE PROGRAM FOR PEOPLE WITH DISABILITIES (WEPD) This measure provides fully subsidised placements in the private sector or with community agencies for people whose disability makes them uncompetitive for immediate placement in a wage subsidy program such as JOBSTART and who have activity plans developed with Disability Panels.

Assistance available includes:

Wage Subsidy — full-time or part-time positions fully subsidised to the level of the relevant award wage or equivalent, up to a maximum of $3,600 per client;

Additional Employer Costs — reimbursement of up to $2,000 per placement may be made to an employer who incurs costs covering the lease, hire or modification of essential special equipment and the hire of specialist services required in the workplace to enable a person with disabilities to do the job.

To be eligible for assistance job seekers will need to be Disability Support Pensioners and have been assessed by Disability Panels as being able to work full-time or part-time or volunteer for active assistance and are assessed as being able to benefit from the program.

POST PLACEMENT/TRAINING SUPPORT PROGRAM FOR PEOPLE WITH DISABILITIES This measure provides assistance to Disability Support Pension recipients undertaking DEET formal course training or who are working. Its aim is to assist such people to successfully complete their training or to maintain their employment.

Services provided include assistance with workplace/training provider familiarisation, supervision on new equipment, travel to work arrangements, meals and work break arrangements, and regular contacts for advice and encouragement both while the client is participating in labour market program training or while in employment. Services are purchased on a fee-for-service basis from agencies, particularly those with interests in special groups with disabilities.

- To be eligible for assistance job seekers will need to be Disability Support Pensioners with a level of impairment of 20 per cent or more and have been assessed by the Disability Panel as being able to benefit from involvement in the program.

sole parents

As part of the Government's Social Justice Strategy a range of assistance is available to help sole parents improve their financial and social independence and help them into employment to decrease their dependence on income support.

Sole parents may be eligible for:

- the Jobs, Education and Training (JET) program. JET assists sole parent pensioners to enter or re-enter the workforce through an integrated program of assistance providing individual advice, access to employment, education and training opportunities and child care, and/or
- the Child Care Assistance Program (CCA) which provides assistance to sole parents who are not JET participants to locate temporary child care places if participating in DEET programs.

JOBS EDUCATION AND TRAINING (JET) JET is a voluntary program administered jointly by DEET, the Department of Social Security (DSS) and the Department of Health, Housing, Local Government and Community Services (HHLGCS). Sole parent beneficiaries can access assistance through a JET Adviser in DSS, preferably in the first instance, or a JET Contact Officer in the CES.

JET is available to all sole parent pensioners although three groups are specifically targeted for assistance:

- sole parents with school-aged children who have been on the pension for more than 12 months;
- sole parents whose youngest child will turn 16 years within 2 years; and
- teenage sole parents.

JET is also available to Widow B pensioners, some sole parents in receipt of Special Benefit, as well as persons in receipt of the Carers Pension.

CES JET Contact Officers are responsible for interviewing and advising JET clients on employment, education and training programs and assisting them to access services. JET Advisers act as a first point of contact for sole parents and assist them in identifying and overcoming barriers to their goals. HHLGCS assist with child care through the Children's Services Program (CSP).

CHILD CARE Funding for child care in Australia is primarily provided through the Children's Services Program (CSP) administered by HHLGCS which provides funding for child care in a range of service types.

Generally child care assistance is available for eligible sole parents who are undertaking a course of education or training. In addition to this, JET participants may be eligible for assistance when looking for or first starting work. This assistance helps clients to locate child care and, if necessary, arrange and find temporary child care. This is arranged by JET Child Care Resource Workers.

The cost of licensed child care services is generally met by a combination of funds from CSP and fees paid by parents. Fees paid by parents are based on their income, the number of children in care, the hours of care required and the fees charged by the centre.

There are three options currently available to assist sole parents with child care:

- *Child Care Assistance (CCA)* — CCA provides assistance in finding child care and if necessary arranges and finds temporary child care places for non-JET sole parents who are undertaking a DEET labour market program or an approved AUSTUDY or ABSTUDY course. CCA is available for the duration of the program placement (should a permanent place not become available) plus a short job search period.
- *JET Child Care* — Child care for JET participants is organised by the JET Adviser in DSS and the JET Child Care Resource Worker funded by HHLGCS.
- *Special Grants* — A special grant can be paid to a trainee to cover extraordinary costs where without such assistance the trainee would be unable to commence or continue training. In certain circumstances special grants can be used to assist sole parents to meet part of their child care costs.

Department of Employment, Education and Training

The Information Privacy Principles

Principle 1

Manner and purpose of collection of personal information

1 Personal information shall not be collected by a collector for inclusion in a record or in a generally available publication unless:

  a the information is collected for a purpose that is a lawful purpose directly related to a function or activity of the collector; and

  b the collection of the information is necessary for or directly related to that purpose

2 Personal information shall not be collected by a collector by unlawful or unfair means.

Principle 2

Solicitation of personal information from individual concerned

1 Where:

  a a collector collects personal information for inclusion in a record or in a generally available publication; and

  b the information is solicited by the collector from the individual concerned the collector shall take such steps (if any) as are, in the circumstances, reasonable to ensure that, before the information is collected or, if that is not practicable, as soon as practicable after the information is collected, the individual concerned is generally aware of;

  c the purpose for which the information is being collected;

  d if the collection of the information is authorised or required under law - the fact that the collection of the information is so authorised or required; and

  e any person to whom, or any body or agency to which, it is a collector's usual practice to disclose personal information of the kind so collected, and (if known by the collector) any person to whom, it is usual practice of that first mentioned person, body or agency to pass on that information.

Principle 3

Solicitation of personal information generally

1 Where:

  a a collector collects personal information for inclusion in a record or in a generally available publication; and

  b the information is solicited by the collector; the collector shall take such steps (if any) as are, in the circumstances, reasonable to ensure that, having regard to the purpose for which the information is collected; and

  c the information collected is relevant to that purpose and is up to date and complete; and

  d the collection of the information does not intrude to an unreasonable extent upon the personal affairs of the individual concerned.

Principle 4

Storage and security of personal information

1 A record-keeper who has possession or control of a record that contains personal information shall ensure:

- a that the record is protected, by such security safeguards as it is reasonable in the circumstances to take, against loss, against unauthorised access, use, modification or disclosure, and against other misuse; and
- b that if it is necessary for the record to be given to a person in connection with the provision of a service to the record-keeper, everything reasonably within the power of the record-keeper is done to prevent unauthorised use or disclosure of information in the record.

Principle 5

Information relating to records kept by record-keeper

1 A record-keeper who has possession or control of records that contain personal information shall, subject to clause 2 of this Principle, take such steps as are, in the circumstances, reasonable to enable any person to ascertain:

- a whether the record-keeper has possession or control of any records that contain personal information; and
- b if the record-keeper has possession or control of a record that contains such information:
  - i the nature of that information;
  - ii the main purposes for which that information is used; and
  - iii the steps that the person should take if the person wishes to obtain access to the record.

2 A record-keeper is not required under clause 1 of this principle to give a person information if the record-keeper is required or authorised to refuse to give that information to the person under the applicable provisions of any law of the Commonwealth that provides for access by persons to documents.

3 A record-keeper shall maintain a record setting out:

- a the nature of the records of personal information kept by or on behalf of the record-keeper;
- b the purpose for which each type of record is kept;
- c the classes of individuals about whom records are kept;
- d the period for which each type of record is kept;
- e the persons who are entitled to have access to personal information contained in the records and the conditions under which they are entitled to have that access; and
- f the steps that should be taken by persons wishing to obtain access to that information.

4 A record-keeper shall:

- a make the record maintained under clause 3 of this Principle available for inspection by members of the public; and
- b give the Commissioner, in the month of June in each year, a copy of the record so maintained.

Principle 6

Access to records containing personal information

Where a record-keeper has possession or control of a record that contains personal information, the individual concerned shall be entitled to have access to that record, except to the extent that the record-keeper is required or authorised to refuse to provide the individual with access to that record under the applicable provisions of any law of the Commonwealth that provides for access by persons to documents.

Principle 7

Alteration of records containing personal information

1 A record-keeper who has possession or control of a record that contains personal information shall take such steps (if any), by way of making appropriate corrections, deletions and additions as are, in the circumstances, reasonable to ensure that the record:

a is accurate; and

b is, having regard to the purpose for which the information was collected or is to be used and to any purpose that is directly related to that purpose, relevant, up-to-date, complete and not misleading.

2 The obligation imposed on a record-keeper by clause 1 is subject to any applicable limitation in a law of the Commonwealth that provides a right to require the correction or amendment of documents.

3 Where:

a the record-keeper of a record containing personal information is not willing to amend that record, by making a correction, deletion or addition, in accordance with a request by the individual concerned; and

b no decision or recommendation to the effect that the record should be amended wholly or partly in accordance with that request has been made under the applicable provisions of a law of the Commonwealth; the record-keeper shall, if so requested by the individual concerned, take such steps (if any) as are reasonable in the circumstances to attach to the record any statement provided by that individual of the correction, deletion or addition sought.

Principle 8

Record-keeper to check accuracy etc of personal information before use

A record-keeper who has possession or control of a record that contains personal information shall not use that information without taking such steps (if any) as are, in the circumstances, reasonable to ensure that, having regard to the purpose for which the information is proposed to be used, the information is accurate, up-to-date.

Principle 9

Personal information to be used only for relevant purposes

A record-keeper who has possession or control of a record that contains personal information shall not use the information except for a purpose to which the information is relevant.

Principle 10

Limits on use of personal information

1 A record-keeper who has possession or control of a record that contains personal information that was obtained for a particular purpose shall not use the information for any other purpose unless:

a the individual concerned has consented to use of the information for that other purpose;

b the record-keeper believes on reasonable grounds that use of the information for that other purpose is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or another person;

c use of information for that other purpose is required or authorised by or under law;

d use of the information for that other purpose is reasonable necessary for enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue; or

e the purpose for which the information is used is directly related to the purpose for which the information was obtained.

2 Where personal information is used for enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue, the record-keeper shall include in the record containing that information a note of that use.

Principle 11

Limits on disclosure of personal information

1 A record-keeper who has possession or control of a record that contains personal information shall not disclose the information to a person, body or agency (other than the individual concerned) unless:

a the individual concerned is reasonably likely to have been aware, or made aware under Principle 2, that information of that kind is usually passed to that person, body or agency;

b the individual concerned has consented to the disclosure;

c the record-keeper believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person;

d the disclosure is required or authorised by or under law; or

e the disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.

2 Where personal information is disclosed for the purposes of enforcement of the criminal law or of a law imposing a pecuniary penalty or for the purpose of the protection of the public revenue, the record-keeper shall include in the record containing that information a note of the disclosure.

3 A person, body or agency to whom personal information is disclosed under clause 1 of the Principle shall not use or disclose the information for a purpose other than the purpose for which the information was given to the person, body or agency.

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